DOCUMENT RESUME

ED 166 402 CE 019 416

AUTHOR Luft, Roger L.; Jamieson, Virginia J.
TITLE University Staff Development in Career Education. A Report of the Project Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators.
INSTITUTION Interinstitutional Consortium for Career Education, Salem, Oreg.
SPONS AGENCY Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE [76]
GRANT G007502395
NOTE 110p.; Not available in hard copy due to light print in the original document. For related documents see CE 019 417, CE 019 260-261, CE 019 264, CE 019 267, ED 145 975, ED 151 514, ED 157 988, ED 114 586, and ED 120 411

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Administrator Education; *Career Education; *College Faculty; Consortia; Counselor Training; *Faculty Development; Fused Curriculum; Higher Education; Program Development; Program Evaluation; *Program Planning; *School Cadres; Teacher Certification; Teacher Education; Teacher Workshops
IDENTIFIERS Education Amendments 1974; *Interinstitutional Consortium Career Education CR; Oregon

ABSTRACT

Career Education staff development activities were conducted by Oregon's Interinstitutional Consortium for Career Education in three phases: (1) staff development for college and university faculties (reported here); (2) program development for teacher, counselor, and administrator preparation; and (3) teacher certification and training program accreditation. (CE 019 417 reports on activities conducted in all three phases during the project's second year of operation; CE 019 260 provides a final report of the third year of operation.) A cadre approach was used to accomplish the first phase. Cadre members were selected at fourteen of the consortium institutions and were prepared through a series of three statewide development workshops. Each cadre then assumed the responsibility for planning activities which would prepare other faculty members for infusing career education into personnel preparation programs on their campus. Institutional staff development activities were encouraged and aided by an "award" provided to each institution that submitted a short-range plan for staff development. (Long-range plans for the infusion of career education into educational preparation programs, phase 2, are included.) Responses to the workshops indicated (1) that most participants gained a better understanding of the topics covered; (2) that participants expressed intentions to implement methods or materials introduced in the workshop within the next year; and (3) that participants felt generally involved in the workshop activities. (Among appended items are the third-party evaluation, evaluation instruments, and guidelines for long-range plans.) (BM)

ED166402

UNIVERSITY STAFF DEVELOPMENT IN CAREER EDUCATION

Roger L. Luft
Virginia J. Jamieson

A Report of the Project
STATEWIDE INFUSION OF CAREER EDUCATION
INTO THE PREPARATION OF
TEACHERS, COUNSELORS AND ADMINISTRATORS

Interinstitutional Consortium for Career Education
3180 Center Street NE
Salem, Oregon 97301

CE 019 416

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

THE INTERINSTITUTIONAL CONSORTIUM FOR CAREER EDUCATION

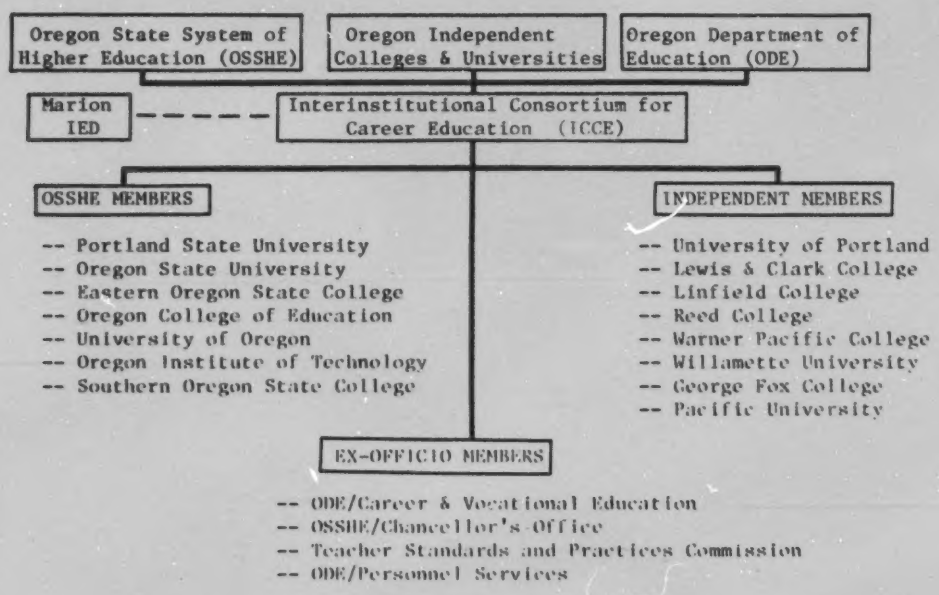
ORGANIZATION

The Interinstitutional Consortium for Career Education (ICCE) was formed in 1971 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The endeavor is cooperatively sponsored by the Oregon Department of Education, the Oregon State System of Higher Education and the independent colleges and universities of Oregon. Staff is employed by the Marion Intermediate Education District (IED) to coordinate Consortium efforts and carry out Project activities.

PURPOSE

- Consortium activities are designed to facilitate Oregon college and university efforts to improve their preparation of educational personnel for roles in career education.
- The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary action to meet those needs.

STRUCTURE


Oregon State System of Higher Education (OSSHE)
Oregon Independent Colleges & Universities
Oregon Department of Education (ODE)
Marion IED
Interinstitutional Consortium for Career Education (ICCE)
OSSHE MEMBERS
-- Portland State University
-- Oregon State University
-- Eastern Oregon State College
-- Oregon College of Education
-- University of Oregon
-- Oregon Institute of Technology
-- Southern Oregon State College
INDEPENDENT MEMBERS
-- University of Portland
-- Lewis & Clark College
-- Linfield College
-- Reed College
-- Warner Pacific College
-- Willamette University
-- George Fox College
-- Pacific University
EX-OFFICIO MEMBERS
-- ODE/Career & Vocational Education
-- OSSHE/Chancellor's Office
-- Teacher Standards and Practices Commission
-- ODE/Personnel Services

The project presented herein was conducted
pursuant to Grant Awards
USOE #G007502395 and
ORE SEA #24-000-132a

ED128105

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1974 states: "No person in the United States shall, on the ground of race, color or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education and Welfare, must be operated in compliance with these laws.

The activity which is subject of this report was supported in part by the U.S. Office of Education, Department of Health, Education and Welfare and the Oregon Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of either agency. No official U.S. Office of Education or Oregon Department of Education endorsement should be inferred.

TEACHER CERTIFICATION/PROGRAM ACCREDITATION

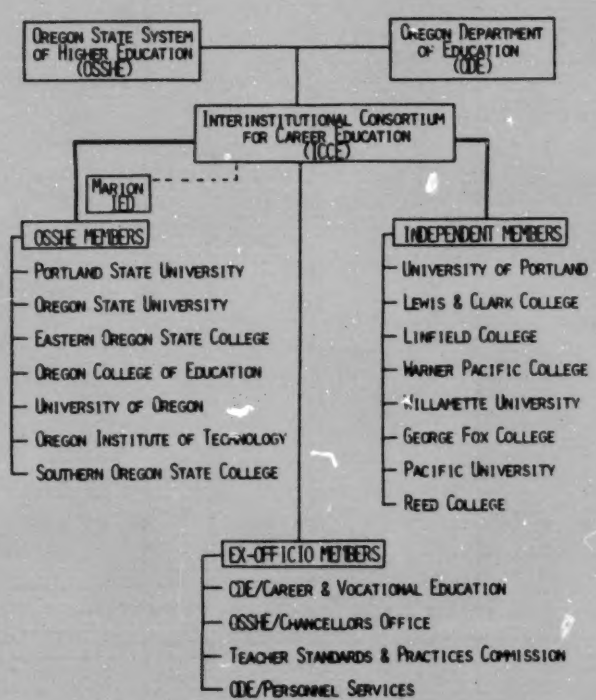
OBJECTIVES

- To develop definitions and competency statements which will explicate terms and requirements regarding career education in "Oregon Rules for Certification".
- To develop guidelines to supplement the "Standards for the Approval of Oregon College and University Teacher Education Programs" for use by accreditation teams in reviewing career edcuation components of teacher education.
- To investigate the need for and if warranted develop a career education certification endorsement for a Basic or Standard Oregon Certificate.

DEFINITIONS AND COMPETENCY STATEMENTS

"Oregon Rules for Certification of Teachers, Specialists and Administrators" identify the minimum requirements for the preparation of educators. Key career education terms and competencies to be exhibited by candidates which are appropriate for inclusion in the Rules for Certification have been defined, explicated and distributed to Oregon institutions and agencies.

STRUCTURE



UNIVERSITY PROGRAM DEVELOPMENT

OBJECTIVES

- To identify competencies needed by educational personnel and the body of knowledge needed to infuse career education throughout the learning process.
- To develop teaching/learning materials which facilitate the development of needed knowledges, attitudes and skills in career education.
- To infuse courses/programs of teacher, counselor and administrator preparation with career education concepts, knowledges and skills.
- To develop procedures, materials and practices for dissemination of models and materials and for implementing programs and activities throughout Consortium institutions.

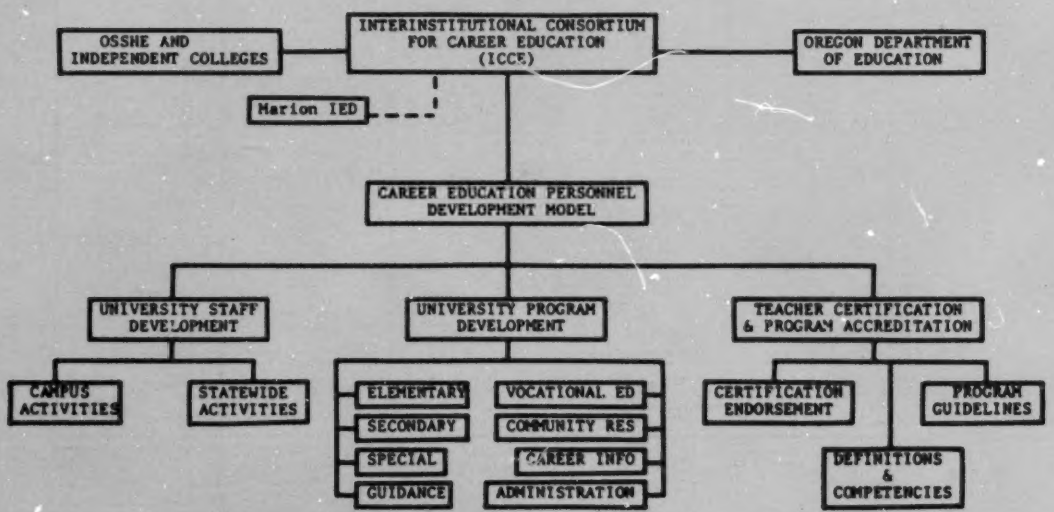
CURRICULUM TASK FORCES

Faculty from each of the fifteen Consortium institutions serve on one or more curriculum task forces according to their expertise. Each task force includes one or more staff of the Oregon Department of Education as well as representatives of local educational agencies. The purpose of the eight curriculum task forces is to identify, collect, modify and produce bodies of career education information which will be integrated in the existing syllabi of education personnel training programs at the participating institutions. The eight task force areas are:

MODEL

The model has three main foci:

- Staff Development for University and College Faculty
- University Program Development and Implementation
- Teacher Certification and Training Program Accreditation



CAREER EDUCATION PERSONNEL DEVELOPMENT MODEL

UNIVERSITY STAFF DEVELOPMENT

OBJECTIVES

- To assess attitudes toward, and understanding of career education by college and university teacher education personnel.
- To provide statewide workshops, seminars and other professional development opportunities for college faculties.
- To promote staff development and program planning activities on campuses of Consortium institutions.
- To prepare college and university staffs for the adaptation of model materials and programs for preparing teachers, counselors and administrators.
- To develop institutional long-range plans for career education personnel development.

PRINCIPAL ACTIVITIES

Cadres from each institution participate in statewide staff development workshops and subsequently initiate university staff development plans and conduct campus inservice activities. Activities focus on the development of basic understanding and knowledge regarding career education concepts and practices. Activities include:

- Development of institutional models for career education.
- Staff retreats, workshops and seminars in development of career education understanding.
- Visits to and study of local exemplary programs of career education.
- Establishment of career education resource centers.
- Identifying and developing working relationships with community resources.

INSTITUTIONAL STAFF/PROGRAM DEVELOPMENT PLANS

Institituional Staff/Program Development Awards support activities on campuses of the fifteen Oregon institutions of higher education who are Consortium members. To receive an Award each applicant institution must meet criteria established by the ICCE Policy Committee which includes submission of a campus plan for institutional staff development and for infusion of career education into educational personnel development programs.

The purpose of the Award is to:

- Provide opportunities for campus faculty members to gain greater understanding and knowledge of career education.
- Encourage long-range planning for the infusion of career education in teacher, counselor and administrator training programs.
- Facilitate the infusion of career education concepts and strategies in educational personnel training programs.

DEVELOPMENTAL MODEL

OPERATION

The ICCE identifies the need and establishes policy for activities of the Project in the training and retraining of those teachers, counselors and administrators who have or will have responsibilities for the development and implementation of career education. Such activities are coordinated on behalf of the ICCE by the Marion IED, however, all activities are conducted by the Consortium institutions.

OBJECTIVES

- To provide staff members of four-year colleges and universities professional development opportunities which will increase their perception and understanding of career education.
- To infuse existing programs of teacher, counselor and administrator preparation with the knowledge, attitudes and skills needed to develop, conduct and administer career edcuation.
- To prepare guidelines, explanatory materials and recommendations for revision of teacher certification rules and training program accreditation standards so that such requirements will more adequately reflect educational personnel preparation needs in career education.
- To promote long-range planning for career education personnel development.

- Elementary Teacher Education
- Secondary Teacher Education
- Special Education Teacher Education
- Career Guidance Personnel Preparation
- School Administration Preparation
- Vocational Education Teacher Education
- Utilizing Community Resources
- Career Information and Manpower Needs

Each of the eight task forces seek to identify student outcomes, a body of teaching/learning experiences for K-12 students and competencies needed by K-12 career education personnel.

UNIVERSITY PROGRAM IMPLEMENTATION

Bodies of information developed by the eight curriculum task forces are used by institutions for review, revision and incorporation into existing university level curriculum concerned with the training and retraining of educational personnel. College course syllabi resulting from this effort are shared between Oregon institutions of higher education for their adaptation and use.

ORGANIZATION

THE CONSORTIUM

The Interinstitutional Consortium for Career Education (ICCE) was formed in 1974 and is comprised of all Oregon institutions of higher education which prepare teachers, counselors and administrators. The endeavor is cooperatively sponsored by the Oregon Department of Education, the Oregon State System of Higher Education and the Independent colleges and universities of Oregon. Staff is employed by the Marion Intermediate Education District (IED) to coordinate Consortium efforts and carry out specific activities. Funds to support the ICCE activities are supplied through state and federal grants and institutional budgets.

PURPOSE

- Consortium activities are designed to facilitate Oregon college and university efforts to improve their preparation of educational personnel for roles in career education.
- The ICCE serves as a planning/coordinating body charged to study the needs for personnel development in career education and to promote necessary action to meet those needs.

SUPPLEMENTARY GUIDELINES

"Standards for the Approval of Oregon College and University Teacher Education Programs" include guidelines indicating characteristics of quality teacher education programs. Supplementary guidelines for career education to be included in the Standards have been developed. College faculties and on-site accreditation teams will be assisted in the use of the guidelines through efforts of Consortium members.

CERTIFICATION ENDORSEMENT

"Oregon Rules for Certification of Teachers, Specialists and Administrators" do not include an endorsement in the area of career education. During 1976 a study committee prepared a report indicating that career education certification for teachers was not needed at this time. Further study will be made to determine the need for career education certification for supervisory personnel.

PREFACE

The material presented in this document has been developed through activities of the Interinstitutional Consortium for Career Education (ICCE), and within the jointly state and federal supported project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators." This comprehensive Project is focused upon three essential aspects of preparing educational personnel for expanded and extended roles in career education. Those aspects are: staff development for college and university faculties; program development for teacher, counselor and administrator preparation; and teacher certification and training program accreditation.

The aspect of the Project reported here is the conduct of activities designed to prepare college and university faculty for infusion of career education into educational preparatory programs for teachers, counselors and administrators. This summary outlines the content of the statewide staff development workshops and provides transcripts of three of the featured presentations. Also reported are staff development activities conducted by the individual campuses, and a summary of activities planned for the next three to five years by fourteen of the fifteen ICCE institutions.

Evaluation instruments and guidelines for development and conduct of staff development activities are included for possible review and use by the reader. Permission to reproduce material contained in this report is granted.

Darrell L. Ward, Director
Interinstitutional Consortium
for Career Education

TABLE OF CONTENTS

Statewide and Institutional Staff Development 1

Long-Range Planning for Career Education Personnel Development . . 4

Appendices

Appendix A -- Guidelines for Awarding Institutional Staff Development Awards 7

Appendix B -- "A Conceptual Base for Career Education" by Dr. Edwin Herr 13

Appendix C -- "Implications of Career Education for Colleges of Education" by Robert Taylor 33

Appendix D -- "Planning for Personnel Development in Education at the University" by Keith Goldhammer . 41

Appendix E -- Views toward Career Education 53

Appendix F -- Summary of Responses on "Perceptions" Instruments 63

Appendix G -- Participants' Evaluation Form, December, 1975 . . 71

Appendix H -- Participants' Evaluation Form, April, 1976 75

Appendix I -- Summary of Responses of Participants' Evaluation Form, December, 1975 79

Appendix J -- Participants' Evaluation Summary, April, 1976 . . 80

Appendix K -- Guidelines for Institutional Long-Range Plans for the Infusion of Career Education into Teacher, Counselor and Administrator Training Programs 84

STATEWIDE AND INSTITUTIONAL STAFF DEVELOPMENT

Staff development activities conducted by the Interinstitutional Consortium for Career Education in the Project "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators" were two-fold in nature. Staff development through statewide workshops conducted by Project staff, and institutional activities initiated by Consortium institutions.

To facilitate the growth of knowledge and skills, and to develop positive attitudes toward career education of college and university personnel, a cadre was designated and prepared at 14 of the Consortium institutions. Each cadre then assumed the responsibility for planning activities which would prepare other faculty members for infusing career education into personnel preparation programs on their campus.

Institutional staff development activities were encouraged and aided by an "award" provided to each institution that submitted a short-range plan for staff development. Plans were developed and submitted by 14 of the 15 Consortium institutions. All were funded after analysis and approval by the Staff Development Subcommittee of the Consortium. The amount of the "award" was based on the number of persons completing the requirements for Basic Certification at an institution between 9/1/73 and 8/1/74, the most recent available teacher graduate data at the time. Institutional awards ranged from $800 to $3,150. Guidelines for Institutional Staff Development are included in Appendix A.

The activities to utilize the award monies were varied and reflected needs of each institution. Examples of institutional staff development activities conducted are: Retreats involving entire schools or departments of education to develop and increase the career education awareness of faculty members; small grants to faculty members for research in career education, development of resource centers for collection of career education materials for faculty and students; development of instructional packages in career education for utilization by college and university faculty; and payment of expenses for college and university personnel to participate in state and national career education conferences. Institutions received assistance in the conduct of staff development efforts from Project staff, representatives of the Oregon Department of Education, Regional Coordinators of Career Education, and local educational agency personnel.

Cadre members were selected by institutions and prepared primarily through a series of three statewide Staff Development Workshops. Each workshop reflected a different career education theme and each used a somewhat different approach to achieve its objectives. In each case expertise and knowledge of practitioners from local educational agencies were utilized. This technique allowed college and university personnel to gain a greater perspective of career education as its practiced in Oregon.

The first statewide workshop of the Project was held in October, 1975, in conjunction with annual "Oregon Professional Day" inservice programs. The purpose of this workshop was to expose college and university personnel to a variety of career education concepts and techniques and give them opportunities to interact with career education practitioners. The October workshop featured extensive sessions on career guidance, career awareness, and career exploration. Presenters included Oregon practitioners of career education and nationally known career guidance experts.

The second staff development workshop held in December, 1975, focused on concepts of career education and implications for teachers, counselors and administrators preparation for career education. An effort was made to increase the awareness and understanding of the rationale and principal concepts of career education. Dr. Edwin Herr of The Pennsylvania State University, addressed that topic in a presentation "A Conceptual Base for Career Education." His presentation included a dialog with workshop participants and was not developed as a formal presentation. A transcript of the taped presentation appears in Appendix B.

Identification and study of the personnel development needs in career education was also encouraged through the activities of the December workshop. That aspect of career education personnel development in higher education was the topic of a presentation by Dr. Robert E. Taylor, The Center for Vocational Education, The Ohio State University. Dr. Taylor spoke specifically to "The Implications of Career Education for the Preparation of Educational Personnel." See Appendix C for a transcript of Dr. Taylor's presentation.

The third statewide Staff Development Workshop was held prior to, and in conjunction with the Spring Conference of the Oregon Council fo Career and Vocational Administrators in April, 1976. The theme of this workshop centered on planning for career education personnel development in higher education. Representatives were involved in activities planned to improve skills relating to the development of long-range plans for the infusion of career education into educational personnel preparation programs. Highlighting the workshop activities was a presentation by Dr. Keith Goldhammer, Michigan State University. Appendix D contains a transcript of his presentation.

Presentations made at the April workshop as a part of the Oregon Council of Career and Vocational Administrators Spring Conference introduced innovative and exemplary career education programs in Oregon to teacher educators. Presentations were conducted primarily by practitioners from local educational agencies but also included Oregon Department of Education personnel and projects conducted by institutions of higher education.

The growth of workshop participants and other institution faculties awareness of career education knowledge and concepts was monitored through the application of a pre-test and post-test evaluation instrument. The instrument (Appendix E) was self-administered by university teacher education faculty and students during Fall, 1975 and Spring, 1976. Responses of the audiences participating in the pre-test/post-test administration as summarized by the Project's Third-Party Evaluator appear in Appendix F.

Evaluations were conducted for the December and April statewide Staff Development Workshops. This type of evaluation was used to determine how effective planned activities were in attaining pre-determined workshop objectives. The instruments also assesses the degree to which workshop participants felt the program events met their professional needs in the area of career education. The evaluation forms used for the assessment of the December and April workshops are presented in Appendices G and H respectively of this report. A summary of the third-party evaluator's report for each workshop is presented in Appendices I and J.

Continuation of college and university staff development is included in Phase II of the Project. Activities will again include statewide workshops and institutional inservice activities. Long-range plans for the infusion of career education into educational preparation programs developed by Consortium institutions will serve as a guide for future staff development activities. A summary of those long-range plans follows.

LONG-RANGE PLANNING FOR CAREER EDUCATION PERSONNEL DEVELOPMENT

One of the stipulations for institutions to receive staff development award monies was that each institution develop a long-range plan for career education personnel development. Suggested guidelines for the long-range plans were provided to each institution. It was recommended that each institution's long-range plan address:

a. Organizational and administrative arrangements necessary to bring about the development and implementation of career education personnel development.

b. staff development activities needed to prepare college and university faculty for their anticipated roles in career education personnel development.

c. course/program revision required for infusion of career education into existing teacher, counselor and administrator preparation programs.

Appendix K contains the guidelines recommended for the development of the long-range plans.

Fourteen of the fifteen Consortium institutions submitted long-range plans for activities to be conducted in the next three to five years.

Because of the uniqueness of educational personnel preparation programs at each institution, the plans proposed numerous and varied activities. Personnel development activities proposed include plans for:

1. Increasing the career education knowledge of faculty by involving them in the world of work activities through internships in business and industry,

2. Continued and increasing involvement of the academic disciplines in career education activities,

3. The higher education faculty to visit elementary, secondary, and community college career education programs,

4. Developing packages of instructional materials in career education for use by faculty and students,

5. Evaluating courses to determine the feasibility of infusing career education concepts in the course content. Course syllabi will be revised accordingly,

6. Establishing resource centers to provide career education materials for faculty and student use. Some of the institutions will include terminals for access to a computer assisted career information system within the resource center,

7. Continuing the assessment of the institutional career education programs to facilitate course/program infusion efforts and long-range plan revision,

8. Conducting follow-up surveys to determine career education needs that are expressed by teacher education graduates currently teaching in the field, and

9. Increasing the utilization of representatives from business/industry/labor in teacher education programs.

Many programs and staff development activities are planned by Consortium institutions. The samples presented are given as indications of the scope of activities to be conducted by institutions. During Phase II of the Project institutional staff development activities and statewide staff development efforts will be closely coordinated to achieve maximum impact upon college and university faculty development for career education.

Appendices

APPENDIX A

GUIDELINES FOR AWARDING INSTITUTIONAL STAFF DEVELOPMENT AWARDS

The Project, "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators" (CEPD Project) is an effort supported jointly by the U.S. Office of Education and the State of Oregon, Department of Education, State System of Higher Education and the independent colleges and universities which prepare teachers, counselors and administrators. Within the three foci of the Project: University Staff Development, University Program Development, and Teacher Certification and Training Program Accreditation, there are two parallel foci of Staff Development.

Those two foci are statewide activities in staff development for representatives (Staff Development Cadres) from all institutions and individual campus activities in career education planning and staff development. This paper outlines the purposes, procedures and financial arrangements for conducting and supporting the individual campus activities.

PURPOSE

The overall purpose of the CEPD Project is to facilitate efforts of Oregon colleges and universities to improve the preparation of teachers, counselors and administrators as related to career education. University staff development is essential to achieving this purpose. Therefore, the primary purposes of the Staff Development Award are to 1) provide opportunities for campus faculty members to gain greater understanding and knowledge of career education, 2) promote campus planning and 3) facilitate the infusion of career education concepts and techniques into counselor and administrator preparation.

CRITERIA/CONDITIONS FOR GRANTING INSTITUTIONAL STAFF DEVELOPMENT AWARDS

Institutions applying for these awards must present documentation which supports the meeting of the following criteria/conditions:

1. The dean of education (or chairman, head, etc.) or a higher campus authority, has recognized the need for study and planning relative to institution's responsibility for the preparation of educational personnel in career education and has designated some individual, group, or organization within the institution as responsible to coordinate campus activities related to the preparation of teacher, counselor and administrators for career education.
2. A staff development cadre has been appointed and charged with the responsibility to participate in the statewide workshops (December 1-3) and April 27-29) and to conduct and/or facilitate campus staff development activities.
3. The institution will refine tentative campus staff development plans and conduct a process which will result in the development of a long-range plan for infusion of career education into personnel preparation programs for teachers, counselors and administrators.
4. The institution has identified staff development activities to be supported by the Staff Development Award and has submitted a budget for such activities.
5. The institution is or has plans to cooperate in activities conducted through the other two foci of the Project, University Program Development, and Teacher Certification and Training Program Accreditation.

LEVEL OF SUPPORT

Approximately $20,000 is available to support staff development activities of the fifteen Oregon institutions which prepare teachers, counselors and administrators.

An institution's allocation of the total amount available will be proportion based on the percentage of teachers, counselors and administrators prepared by that institution in 1973-74. Records in the Teacher Standards and Practices Commission offices taken from the report "Occupations on November, 1974 of Persons Completing Requirements for Basic Certification Between 9/1/83 and 8/1/74" will be used as the basis for determining the percentage. As a general example, if a given university, according to the above report, prepared 20% of the teachers, counselors and administrators in 1973-74, and if the total amount of monies available for this project effort was $20,000, their allocation would be $4,000. However, at least three modifications in this allocation approach must be taken into consideration: 1) an institution may not wish to plan activities which would utilize the full amount of their allocation, 2) the minimum allocation to an institution which sumbits an approved plan/request and prepares less than 2% of the personnel would be $400 and for an institution which prepares from 2%-4% of the personnel would be $800, and 3) an institution may not choose to submit any request.

Attachment A reports the data base and basic allocations for each institution.

PROCEDURES FOR SUBMITTING DOCUMENTATIONS APPROVING REQUESTS

All documentations supporting the request must be submitted to Darrell Ward, CEPD Project, Marion IED, 3180 Center Street, N.E., Salem, Oregon 97301, before 5:00 pm on November 25. Requests will be reviewed by the Staff Development sub-committee of the ICCE during the first week of December.

A meeting of Staff Development Cadre chairman from each campus is scheduled for 3:30-5:30 pm, Thursday, October 9, Sheraton Hotel, Portland (Lloyd Center) at which time these guidelines will be presented and discussed. Assistance in developing the request will be provided at that time as well as through requested visits by the CEPD Project Staff to individual campuses.

The following tentative schedule will be followed:

September 28-October 3	Guidelines reviewed and revised by ICCE Staff Development Sub-committee
October 9	Guidelines presented to institutional Staff Development cadre chairman and Consortium Representatives
October 13-November 14	Staff of CEPD Project available to assist campus representatives in developing requested documentation
November 25 (5:00 pm)	All requests must be received in office of CEPD Project Director, Marion IED, 3180 Center Street, N.E., Salem, Oregon 97301
December 1-3	ICCE Staff Development sub-committee reviews and recommends awards
December 5-19	CEPD Project Director negotiates award revision/approval and financial arrangements with institutions
January 6	Awards made to institutions for support of selected activities
July 15	Final reports submitted to Project Director

FINANCIAL ARRANGEMENT ALTERNATIVES

Two basic alternatives are available for supporting campus activities with monies from the CEPD Project.

1) A contract for conduct of the activities and transfer of monies from the IED to the institution can be executed.
2) An agreement regarding the scope of work to be accomplished can be developed and the monies paid directly from the IED to the persons or organizations providing the service or products.

Use of either of these alternatives or modifications thereof will be jointly determined by the requesting institution and the IED.

SUGGESTED ACTIVITIES TO BE SUPPORTED IN THE REQUEST

Each institution involved in the "Career Education Personnel Development" project is unique in its own manner. This suggests a myriad of staff development activities

which might occur at the various institutions. Some types of activities that hold possibilities for financial assistance but are not necessarily suitable for all institutions are:

1. Establishing and operating a central committee for conducting campus staff development activities.
2. Initiating and conducting a process for developing, reviewing and approving an institutional long-range plan for infusion of Career Education into the preparation of teachers, counselors and administrators.
3. Holding a retreat where staff development activities will be conducted.
4. Establishing a resource center to house career education materials.
5. Securing outside resources to aid in staff development and campus planning.
6. Visiting locations actively involved in staff development for career education or in career education program implementation.
7. Developing learning packets for staff development in administrator, teacher and/or counselor preparation.

SUGGESTED OUTLINE FOR DOCUMENTING STAFF DEVELOPMENT AWARD REQUEST

The uniqueness of each campus precludes specification of activities to be conducted and correspondingly a set format for submitting requests. However, to accomplish contracted objectives of the Project some activities are essential. Likewise, similarity of format for requests will ease the burden of the ICCE Staff Development sub-committee in reviewing requests.

The following outline should be considered in developing the request documentation:

1. Purpose and objectives of campus staff development activities.
2. Activities to be conducted and procedures to be followed.

   Development of a comprehensive long-range plan for institutional development and infusion of career education into personnel preparation

of which university staff development is an integral portion, must be included.

3. Identification of individuals and/or groups on campus responsible for university staff development in career education and for coordinating development and infusion of career education into educational personnel development and the number of individuals who will participate in on-campus staff development activities.

4. Tentative budget for carrying out the activities. Indicate monies to be used from the institution allocation, monies from other institution sources, and additional funds needed to support desirable activities. The sample budget format (Attachment B) should be used in documenting the budget request.

APPENDIX B

"A CONCEPTUAL BASE FOR CAREER EDUCATION"

BY

Edwin L. Herr, Professor and Head
The Pennsylvania State University
Univeristy Park, Pennsylvania 16802

College and University Staff Development Workshop
in Career Education
Wemme, Oregon

December 1, 1975

"A CONCEPTUAL BASE FOR CAREER EDUCATION"

I'm very pleased to be here. As you can imagine I feel a little bit like I just came in the middle of a movie. I have been on an airplane since 5:00 this morning Pennsylvania time which means 2:00 your time. The winds across the country are about 140 knots aloft so airplanes are having a little trouble. I understand that some of you had some trouble coming down the Columbia River. I've had trouble all the way across, even on the way to the airport which at my home in Pennsylvania is up on top of a little mountain. It's not like your mountains but it's a mountain, nevertheless, for us. It's the first day of deer season so I got in a traffic jam trying to get to the airport with all the deer hunters trying to get there, too.

I'm going to tell you one very quick joke, which is about all I can muster at the moment, and hope that it makes a sufficient point. Then I'll tell you what I hope to tell you for the next several moments.

This particular story is about the cat and the mouse. And I presume that each of us know stories about the cat and mouse. In this particular instance the cat and the mouse are in their typical adversarial roles, the cat chasing the mouse wildly around the house, the mouse trying to get to the hole in the wall and each time the mouse approaches the hole in the wall the cat tends to stop him from doing so. Sooner or later the mouse finds a hole in the floor and drops through it and is panting and trying to plot strategy to get to the hole in the wall while the cat is meowing and stomping around above. After a few moments of that, the meowing is replaced with an "arf, arf". Obviously, the mouse is quite convinced that the family dog has come in and chased the cat away. It's now safe to emerge and run to the hole in the wall. As the mouse does that the cat grabs him. And as the cat is chewing up the mouse, the cat is heard to muse, "It's nice to be bilingual".

This afternoon the bilinguality that I hope to deal with in fairly brief terms, although it's frankly very hard to deal with this in brief terms, is both the content of career education and the context of career education. I happen to think that it is a mistake at this point in time to talk only about the content of career education without putting it into some kind of perspective. For example, it is obvious that a great number of people believe very strongly that career education began in 1971 on January 23rd in Houston when Commissioner Marland introduced the term. We can chart that figure if we want to on that date and we can talk about what's happened since then. But we also need to think about it in terms of what happened to bring Commissioner Marland to that point.

NOTE: Dr. Herr prepared and delivered these remarks in the manner of an informal presentation which included dialogue with the participants. The paper is an accurate reflection of his remarks but is not intended to be a formally prepared and edited document.

In point of fact, the antecedents of career education litter the educational landscape of America. Almost all of the ideas which have been brought to the fore as inherent in career education have been tried or been discussed in American educational history at some point or another. In most instances, they have been dealt with fairly unilaterally or singularly and done with. What has happened in career education, however, at least in those models which seem to have some functional utility, is that many of these elements are put together in some systematic form over time.

At another level, however, it is important to recognize that career education is talking about elevating to a direct position in American education many of the elements which have been in American educational philosophies for a very long time.

We've talked for a long time about making sure that every youngster is a good chooser, that every youngster understands him or herself, that every youngster has a sense of vocation. But what has typically happened is that we have treated these kinds of goals as by-products of something else. We have not seen fit to address them systematically and directly in their own right. And it's become obvious over the last several decades that that's not sufficient. There are too many reasons why many of these elements which we now call career education are important and need to be addressed in their own right because of the social and occupational conditions in which we find ourselves. So let me try and treat those for a few minutes before we start with January 23, 1971, and move forward.

As I said, the antecedents to career education really littered the American education landscape. We can trace it all over the place if we want to do that. I don't think that's terribly important. Let me try to trace it only from 1960.

In 1961, President Kennedy took office and became very much concerned about the fact that the United States was in a situation of unemployment, which really had no parallel since the 1930s. If you remember the early 1960s, we had gone through the third postwar recession in a row since the second world war. In that year we had gotten to an unemployment rate which was about 8.1%. And that was very high for an America which was very much into an abundance of consumerism and product development and all the rest of that kind of thing. It became very clear that something was amiss, that if we had the kind of abundance, industrial abundance, product abundance that we had and yet so many people unemployed, something wasn't jelling. And so we launched into a litany of legislation dealing with antipoverty measures aimed at those people who were displaced by automation or unprepared to cope with other kinds of occupational change.

We came to believe at that point in time that the resolution of the unemployment problem in America was to give everybody good occupational task skills. Many decision-makers thought that if we gave people technical skills everything would be O. K.

In point of fact, however, it became clear that everything was not O.K. In the job training, the Job Corps, many of the situations we found ourselves involved with, we gave people very fine technical training, very fine occupational training, but we finally discovered that that was not sufficient. We found in these programs that there were things like individual values, personal views of the world, personal choices, habits, employability skills, if you will, that were also important to many persons which were not being treated. As legislation began to unfold during the 1960s, in almost every dimension of education and noneducation, it became increasingly clear that we needed to address dimensions which might be described as career development dimensions. We needed to address the attitudes and the habits, the values, the sense of choice that people had as well as the specific skills that they needed to be employed.

And so we began to introduce affective dimensions into job training programs which were intended to facilitate individual career development. But they're not all affective because information about choice is certainly cognitive; planning skills are certainly cognitive; decision-making skills are certainly cognitive. We began to address all of these dimensions in legislation. We found in the vocational legislation, for example, some rather interesting things happening. Vocational education for most of its history had talked in terms of preparing competent persons, persons who were competent as defined by the needs of the occupational structure. But suddenly, about 1961 or 1962, even preceding the Vocational Education Act of '63, we started to see a switch, subtle though it might be, from preparing competent persons to helping persons develop personal competence. The legislation began to talk about giving people skills, coping skills, which would not be obsolescent as a particular occupation was affected by automation or change in other kinds of ways. That perspective started to appear in the '63 Vocational Education Act even before that act could really get into place.

As you know, there was another panel of consultants developed, which became the National Advisory Council for Vocational Education, who were saying,"We're still missing the boat. We're really not talking about where vocational eduation fits into the larger context of education. We're still treating it in isolation. We're still acting as though the demands of the occupational structure requiring relevant skills is all there is, and that's not all there is."

We were also saying that vocational education in that kind of model is not doing as much as it needs to do to address the needs of a variety of special needs groups, the disadvantaged, women, and so forth. But it had also become clear that vocational education could not do these things alone. In point of fact, the complexity of the behaviors we were talking about are not just matters that can be dealt with within the confines of vocational education.

Anyway, we found during the decade of the 1960s a subtle shifting, a realization, that there is more to education and more to training than simply preparing a person to be the finest machinist in the world. You've also got to give that person the values, the attitudes, the kinds of conceptual frame that allows him to choose being a machinist on the one hand, and secondly, allows him to value it sufficiently to want to do it on the other hand.

During this period there was also arising a body of theory and research called Career Development Theory. Career Development Theory came out of a variety of disciplinary views. It came out of a psychometric or trait and factor tradition. It came out of a decision theory and an economic tradition. It came out of a personality dimension. And it came out of a developmental concept. What became increasingly clear during this period of time was that when you talk about career development, or you talk about choice, you're not talking about something which happens only when a person is a senior in high school or junior high school or even when they become twenty-five. You're talking about processes which accelerate and take on freight throughout the life of the individual. And so when you talk about career development, which spins off such things as career identity, or educational identity, or employability, or self-identity, you're talking about longitudinal processes which begin to find their roots in the early life of the child, in that first decade of life, where the basic assumptions about one's own value or competence are formulated, and one's own sense of the philosophy of life begins to be formulated.

What we find from Career Development Theory is that we have an on-going process that we have to relate to in education. We can't just intervene at grade 11 or grade 12 and think we've made it different because by that time too much of the psychological freight, as I've described it, has already become a part of the person.

And so what we're talking about then is a series of processes which are on-going throughout the life of the individual. And if we want to mount programs to affect them, to facilitate them, to stimulate them, we've got to start early in life, in the elementary schools.

Another dimension that we find in Career Development Theory is that if we want to talk about facilitating career development of people, we need to talk about it in terms of a series of tasks, much like the concept of developmental tasks espoused by Havighurst or critical incidents as espoused by Kagen, or the kinds of crisis that Erickson talks about, because these staging phenomena, these tasks that occur at different points in life, represent organizing structures by which education interventions can be mounted. By the same token, they represent a rationale for providing articulated systems from the elementary schools through the middle school into the senior high school and on into higher education which are attuned, if you will,

to the kind of develoment that people go through as they formulate the kind of goal statements, like self-identity, career identity and so forth, which we use in fairly global terms to talk about the content of career education.

Other things that career development talks about are: one, that this process, this longitudinal process of career development, is modifiable. It basically reflects learning. It isn't a genetic dimension. It's something which one learns to accumulate and formulate as he grows. Thus, when we talk about career identity, the difference between two people's career identities are not genetic derivatives. They're derived from the kind of developmental histories they have, the kind of personal history that they bring to different choice points, to selecting certain kinds of things rather than their alternatives. In that sense they're modifiable.

They're modifiable also in regards to the fact that not only are these kinds of processes occurring over time, and occurring through learning, but they are very different because people in different places in the social strata get different kinds of information, or incomplete information whichever the case might be.

In addition, Career Development Theory was saying that one of the things that the American society has been very good at is creating images, goals, which say every person should want to be President, every person should be upwardly mobile, every person should go to college--whatever the current image is. What we have been less good at is helping people figure out how to get from A to B. It's one thing to have a goal and another thing to figure out how to get there. In a sense career education embodies that kind of activist concept. It says that in a society of overwhelming complexity, it becomes absolutely essential to provide mechanisms by which people can sort out, not only themselves, but their options, and develop mechanisms by which to get from one to the other, to get to the kinds of goals which are personally valuable to them.

I think it's very important that you recognize that most of the people who advocate career development advocate an activist strategy. They do not believe that people should see life as a big crap game. What I mean by that is that a great many people do believe that life is a big crap game. They figure that there is no way you can affect the future so you might as well live it up in the present. That's what we mean by immediate gratification: I want to serve my id. Pleasure seeking is a lot of id. I want to always serve myself. Let tomorrow take care of itself. O.K., that's one way of looking at life.

Most of the career education advocates, however, say that people are far better off if they have a sense of purpose, if they have a sense

that they can affect their future by what they do in the present. And the only way they can do that is figure out ways to link up the present with the future.

Career development also suggests that when you talk about these kinds of things, you need to center them ultimately in the self; that it doesn't do much good to provide people information about much of anything unless they first of all have some basic understanding of themselves. They need to be able to figure out what they value, what their strengths are, what their limitations are, so that they have some kind of basis to figure out what they outght to pay attention to.

Let me depart from my incoherence to go into another incoherent statement just for a minute. Several years ago I was a State Director of Guidance, Counseling and Testing for the State of Pennsylvania. While I was there I got a call one day from a gentleman who was part of the Philadelphia Street Culture. This particular gentleman had evolved, if you will, through the Yippie-Zippie-Hippie groups. He just changed uniforms. As they changed names, he just changed with them and stayed on the street. He happened to be one of the brightest guys I've every met; one of the most articulate people I've ever met. When he came to see me in Harrisburg, he didn't wear his rhinestone in the navel that particular day, and he wore his sandals rather than coming in barefoot because he felt he owed me that deference. Well, I appreciated that, but I really appreciated more what he told me. And what he told me was (and I must say that this was before Toffler's book, Future Shock, or Toffler's most recent book, Echo Spasm) that the thing which concerned him about the drug abusers on the street or the runaways on the street, was the fact that so many of them were experiencing information overlaod. What he said was that this culture has all kinds of stimuli to provide everybody. It's sensual, it's pervasive, it's all around us, it's in music, in T.V. and so forth. The problem is if you don't know what to pay attention to, it can overwhelm you. It can absolutely immerse you, deluge you. Therefore, people have got to be provided information-processing strategies, so that they know what to pay attention to, so that they know how to sort out their alternatives without simply closing off their options prematurely and joining a commune. I don't put down communes, but what I'm saying is that people who run away, people on drugs, people who try to physically absent themselves from reality, in many cases are bringing some form of premature closure to their options. That gives them some comfort because it keeps them from being barraged with information which they don't know what to do with, which in itself can be a disaster, and be very hurtful in the psychological sense.

Career education then, as it rests upon career development, suggests that we've got to talk in terms of providing people these kinds of information-processing strategies, a sense of self: education for choice, if you will. In many ways when you talk about career

education what you are really talking about, in my judgment, are two things, two emphases. One is education for productivity (and that isn't only defined in monetary terms). The second emphasis which for me is the more important, is education for choice, which is to try to help people identify what it is that they're into or can be into, what kinds of options are available, how to access them. Well, I'm getting ahead of my story.

As a result of legislative change, of a somewhat better fix on the fact that employment is not just task skills, it's attitudes, it's habits, it's values, as a result of the evolving career development literature, career education came out of the 1960s with a variety of problems identified in Washington as things which had to be dealt with.

Among them was the fact that career exploration often begins when young people have completed their formal education. In other words, they go through formal education, quite innocent of what it could do for them or what good it is. Now I don't mean good only in a utilitarian sense. I mean good in a sense of something that one can personally exploit if one knows what one wants to do with it and what it's leading to, whether this means to be an educated man or a particular kind of worker. The issue is not one or the other, the issue is how do you use education systematically to move you towards the kind of goals you have, rather than simply getting through it because it's there and because everybody has to be someplace.

I have all kinds of kids at Penn State, and I suspect that you may have a few in Oregon, who are in college or in graduate school only because everybody has to be someplace. They don't know where else to be. They don't have the foggiest notion where else they might be except in my class or in somebody else's class. And in many instances, that's too bad. In some instances they gain from that experience, but in many instances they're there only because they don't know where else to be.

Secondly, the government was quite concerned at the end of the '60s, as they are now, with the high rate of unemployment among our nation's youth which, you know, typically averages about four times higher than the adult rate which in itself has been quite high--going anywhere up to 15 and 17 percent and in some places a bit more than that. The assumption again is that much of this unemployment is a result of either a lack of preparation or a lack of awareness of accessing opportunities. We could debate that. We will later if you wish.

The third concern, recycled as it has been throughout American education history, is that the persons who were concerned about the first two problems were also concerned that we continue to have too great an emphasis in America on school for schooling's sake rather than on

practical preparation. In essence, this criticism suggests that education often serves to prepare students only for additional education.

A fourth concern is the apparent lack of relationship between many classroom activities and real life or community activities. This concern relates to trying to get a handle on the question of relevance. It asks what does relevance mean? The answer in this context is a lack of relationship between real life or work or future educational options and what one is now taking.

Approximately 76 percent of high school students are enrolled in college prep programs, although current charts indicate between now and 1980 a college degree will be required for an estimated 2 out of 10 jobs. You've obviously heard that statistic before. Nevertheless, whether that statistic in its own right is what one ought to use as a basis for career education or not, it does suggest that there are certain kinds of imbalances in the kinds of pursuits that some people are taking part in; they are not pursuits which are systematically related to what it is they want to do. They're going through a ritual; they're going through an exercise.

Another factor which caused career education to surface at the end of the 60s was the high attrition rate among college students, which indicates that approximately one out of every two students who enter will never obtain a bachelor's degree. This statistic has also been cited many times. It's a persistent trend which has remained constant for twenty years. But nevertheless, that particular statistic has been used by the government as a very important wedge in talking about needed reform in education at large.

Now, given these antecedent conditions, let me bring us to 1971. As I said previously, on January 23, 1971, Commissioner Marland introduced career education to the National Association of Secondary School Principals in Houston, Texas. And so a lot of people think Career Education is strictly his baby. In point of fact, he did it because he was pushed to respond to a White House edict. In November, 1970, John Ehrlichman (I think you may remember Mr. Ehrlichman--he was, at that point, Chairman of the Domestic Council) sent a memo over to HEW which said we want you to build vocational education (and I'm going to use this term advisably), build vocational education into a much greater place of prominence in this country, and don't raise the federal budget to do it. In other words, we want you to take more of the money in the Federal Education Budget and put it into vocational education.

Commissioner Marland and his staff felt that this was inappropriate, that vocational education in the traditional sense was much too limited a response to deal with the kinds of things which Ehrlichman's memorandum really implied. Ehrlichman's memorandum, as you may remember, was stimulated by a 1970 speech by President Nixon, in which he said that there are some things awry in American education and they

should be reformed. Nobody in education paid much attention to that speech. However, in that particular case he was serious. He was serious about trying to change some things in American education which required reorganization that would result in closer relationships between what goes on in schools and in what goes on in society.

At any rate, earlier in 1970 then Commissioner Allen used the term career education but didn't make a very big deal about it. So we come to January, '71. Commissioner Marland didn't want to respond to the White House by simply elevating traditional forms of vocational education. He wanted to put it into a much broader context than it had been. He was aware of all the legislation which said we've got to make some significant pre-vocational and other kinds of experience available to kids. He was aware of some of the emphases in career development theory which supported self-understanding and education for choice.

In synthesizing all these factors, Commissioner Marland and his staff hammered out the term, career education, as the new model. They presented it in fairly ill-defined ways in January of 1971 because the speech in Houston was coming and they had to use it as a general forum for new directions in education.

Now what you do when you ill-define something, or have it reasonably unclear, is to use a lot of catch words with it and/or you say, we don't want to define it because it ought to be a grass roots effort. And that's what happened.

Two things happened. When Commissioner Marland introduced the term, he tied it to a lot of cliches current in educational parlance at that time. He tied it to a way to reorganizing American education, to increasing greater purposefulness in American education, to increasing hands-on experience, to facilitating career development. He talked about it as increasing relevance in American education. He talked about it as eliminating the general curriculum. He talked about it as making education more open.

All of these words were very proper cliches in 1971. People responded to them because they were words which were very, much on the minds of many educators. But he also said, we're not really going to fund career education at a very high level because we want the efforts to come from the grass roots.

He did that for a couple of reasons. One is that it was not yet clear what he was talking about, except in very global terms. And I don't mean these things negatively. I hope you understand what I'm saying. I'm trying to give you this evolution as opposed to putting down the Commissioner or anybody else. But these are facts and are worth knowing.

At that point in time he had no money. He had no place to put it because career education really was something different from anything that the U. S. Office of Education was doing. So there wasn't any money. There wasn't any legislation. He had to put the idea out there almost as something all kinds of people could play with until he could get his ducks in a row.

What happened is that he took discretionary money from vocational education to fund some demonstration projects in career eeucation because that's all there was. That caused a lot of people to be uptight. Vocational educators felt that they were having their money taken away, and rightly so in some instances. Other people were saying that the only thing career education amounts to is a cosmetic word for vocational education. That's all there is. It's just another word for vocational education.

Well, career education is not just another word for vocational education. Vocational education is a terribly important component of career education. But they're not the same thing. They're different. Nevertheless, the Commissioner launched out with that money, in many cases putting it through the State Boards of Vocational Education in the States. And for many people, career education was not something they would even be open to because they were convinced that since vocational education monies funded career education there was nothing in it for them except a greater emphasis on occupational task skill training.

In point of fact, in the 1972 Amendments, the National Institute of Education came to life. And at that point in time, there were certain kinds of changes in the U. S. Office. The U. S. Office gave NIE research efforts and USOE was given responsiblity for programmatic efforts in education. But the Amendments also developed a Center for Career Education in the USOE for the first time. Still Careeer Education didn't have any money. They were taking money from everybody--educationally handicapped, ESEA III, the fund for the improvement of post-secondary education, EPDA and vocational education. Those were the funding sources for the most part.

At any rate, once the 1972 amendments got underway, NIE got its feet on the ground and the Center for Career Education got underway. And things began to settle down. What was really happening, subsequent to Commissioner Marland's speech in January of '71, is that we launched into a national model-building effort.

Let me now take us from that point a little bit. During the first six or so months in 1971, Commissioner Marland was called all over the place to make speeches. While he was doing that the National Center for Education Research and Development, at his direction, was contracting to develop four national models. At the same time, the Commissioner was using Vocational Education, Part D, money to create demonstration models in each State. At the same time there were other

career education spin-offs using ESEA III funds and different State and local appropriations.

The national models went like this. The first model was called originally the School Based Model. And the assumptions, which I'm corrupting here go something like this. It started from the premise that the career development themes that we'll talk about here in a little bit, needed to be infused throughout the K-12 system. Fundamentally, the School Based Model said that we were going to try, through the formal educational structure, to make sure every youngster develops certain goals, things like career identity, or self-identity, or employability. Grades K-12 were thought of as an interacting system at the end of which certain kinds of goals, career identity and so forth, would be achieved by each student. In addition, the School Based Model tried to break down these goals into their components, into the elements, the behaviors which make them up, and then to locate them developmentally in timelines which relate to how kids grow, to the questions kids are asking about themselves and life.

And so the School Based Model attempted to infuse, not create a new curriculum, but to infuse the existing education curricula and the various subject matter which make curricula up with career development knowledge, skills, and exercises in an articulated way that would come together over a period of time to facilitate the kinds of goals desired.

The School Based Model, which then became known as the Comprehensive Career Education Model, the CCEM, was an attempt to infuse the existing educational structure with ideas, knowledge and experiences which would make the whole structure more career-oriented. In the process, any kind of subject matter would have its gyroscope tilted a bit in relationship to the kind of goals soulght by Career Education.

Regardless of that kind of perspective held by some people, the Ohio State Center went ahead with its developmental work and also worked with six sites around the country which would take the materials being generated and field test them. Those six sites were in Hackensack, New Jersy; Atlanta, Georgia; Jefferson County, Colorado; Mesa, Arizona; Los Angeles, California; and Pontiac, Michigan. Each of these sites had a little bit different racial mix, some were poorer, some were suburban, some had more diverse occupations. At any rate, the School Based effort was the big model, and the most comprehensive one of the four national efforts.

Now the second model was called the Employer Based Model. The Employer Based Model has now been renamed the Experience Based Model by NIE. Fundamentally, the Employer Based Model made the assumption that while you could achieve the goals of career education with a lot of youngsters through the formal educational structure, a lot of other youngsters are turned off by the formal educational structure. Therefore, you've got to find alternative ways of delivering to the educational skills and career development behaviors outside the context

of the formal educational structure. Thus the Employer Based or Experience Based Model takes the premise that you can use the community as a learning laboratory, that you can individualize programs by which youngsters can develop in systematic ways the basic academic skills as well as other kinds of exploratory information-processing behaviors, using new school-community relations to do it.

This particular model has been under development in several different places. One of them is the Northwest Regional Educational Laboratory, which I think is in Portland, is it not? In addition, the Far West Regional Lab in Berkeley, California, has been involved as well as the Appalachian Educational Lab in Charleston, West Virginia, and also Research for Better Schools in Philadelphia. Each of these has pioneered different ways to work with the community and individualizing the behavioral expectations for kids related to achieving the kinds of goals that we've talked about.

The third model is called the Home-Community Based Model. The Home-Community Based Model is, at this point, located only in Providence, Rhode Island, although the Rand Corporation and several other places have had input to it.

The Home-Community Based Model is the first one which deals with adults. The original premise was that there are a lot of people who were ready to reenter the labor market, but were essentially homebound, or who had been out of education for a long time and didn't know how to get back in. For example, there are a lot of women with preschool children who are considering returning to school or the labor market. Their children may be ready to enter school and these mothers would like to go back into the labor market or go back to school themselves, but they really don't know how to go about it. They don't know about financial aid. They don't know about jobs. They don't know about educational opportunities.

This particular model attempts to develop ways of responding to the needs of this population through such things as community seminars, telephone referral services, telephone counseling services, packages of information which provide appropriate information. In effect, this model is really a big referral source for persons like homebound mothers, and others, too, who are out of the education mainstream, who are being dislocated in a job, and need help to chart their next steps or determine what options they have.

The fourth national model was not developed the way the first three were. In other words, the first three were planned to serve as national models. Now about the time that was happening, there was a large Strategic Air Command base in Glasgow, Montana, which was deactivated. Suddenly several persons became concerned about the effects upon that region which this move would have. We all recognize that taking 10,000 military people out of the plains of Montana is a very disastrous thing to do in terms of economic and psychological impact. And suddenly we had the fourth model. And I don't put that down either. Those just happen to be the circumstances.

The fourth model is called the Rural Disadvantaged Residential Model. This particular model takes hard core, unemployed family units, not the bread winner alone, not the head of the household whether it be mother or father, but intact, family units from six states and brings them to Glasgow, Montana for an eight or nine month period. Now let me tell you a little bit about the program they experience because you probably haven't heard too much of it yet, and it is a little unique.

These people are provided base housing--single houses for the most part, duplexes in some instances. They are immediately put into a program which typically runs about nine months. The program begins with mandatory counseling as well as child development and family education. It begins with the whole matter of family management: How do you keep a budget? How do you raise kids? How do you assume responsibility for being a parent? Then the man and the wife can move into a career guidance phase, where, for the first time, they get some feel for their own vocational needs: What do they want out of life? What do they want out of work in relationship to their life goals? How central do they want work to be in their life?

They are, then, taught a decision-making model by which they can choose among the different clusters of preparation that are available there. Then they go through the preferred cluster. Toward the end of their program they get what is known as a world-of-work experience. The world-of-work experience is really a role playing experience, videotaped and role played by which they can learn interview behaviors, or behaviors in relationship to their co-workers or their supervisors, and other employability skills.

A couple of interesting things here. One is that throughout this particular model, an attempt is made to build personal responsibility in the students for their behavior. Secondly, when talking in terms of employability skills, like interview skills, applications, resumes, getting along at work, the program is designed to build a behavioral repertoire in each person.

I happen to be the consultant for that particular model, so I guess that maybe I'm talking too much about it--but one of the things we found is that many of the hard-core unemployed really do not know how to be employable. It isn't that they don't have technical skills, it isn't that they can't do a job, it is that they've never learned that there are other ways to get along with your boss besides punch him in the mouth. And I mean that quite literally. There are a lot of people who tend to believe that if you don't get along with your co-workers you fight them. That's the behavior. Or if you don't get along with your boss, you say, "You can go fly, fella, I don't need this job." And you leave.

This particular model suggests that there are other ways to behave, and that you might try to embrace those if you want certain other kinds of gains or goals to occur.

Career Model Four, the Rural Disadvantaged Residential Based Model is, if you will, a therapeutic model which tries to use incentives, reinforcement schedules, individualized programs, and all the rest of that, to develop career education goals for the participants.

These four national models continue. They are coming out of their developmental modes. Some of them are a little bit unclear about where they go from here. But what they have done is spun off a lot of activities at state levels and at local levels.

Let me try to tell you now for a few minutes, about several dimensions which I think are worth noting in relationship to all these models. When you look at the different models, whether they be state or local or national, you see a variety of reasonably comparable emphases. They are not all into the same kind of thing, but there are some common emphases which are worth noting. I noted these first in 1972 and essentially have validated them again more recently.

One of the emphases of career education models is an effort to reduce the separation between vocational and "general education" or "academic education". Basically, most of the career education advocates have said that for too long in this country we have stigmatized students or we have blocked students on the basis of some artificial curriculum labels.

In most towns, I guess, if you happen to be in the college preparatory curriculum, you tend to be viewed as the elite in the school and by the community. You may be a real dummy but you, nevertheless, are likely to be seen as one of the elite. In many instances, people who are following a college preparatory curriculum do so because of the status or the prestige, not because of the goals toward which it's going to move them. On the other hand, in many towns in this country, vocational education people are still stereotyped as good with their hands but kind of weak in the head. Yet, if you look at vocational education curricula, I think you will find many of them have become at least as academic as many of the college preparatory curricula. Regardless of the reason it is very difficult to move between curricula--to take courses in college preparatory and in vocational education, for example--because there are both administrative and psychological blocks. And so there really is not any flexibility once you get into a particular kind of curriculum.

Then there's another curriculum called the general curriculum. Commissioner Marland, when he introduced the term career education, used his most colorful language to deal with that particular curriculum. He called it a "swampland of irrelevant pap". I really like that. I don't know if that turns you on but I've always liked that phrase very much: "swampland of irrelevant pap". And that's where you find all the losers, the people who neither use their head nor their hands.

I happened to have been a general student in high school and now it allows me a great deal of leeway because when I foul up, I just attribute it to having been a general student. When I do well, who understands that? But at any rate, the general curriculum is seen by a great number of people as a curriculum without direction, without purpose, without sense. It's for the people who are really just in a holding pattern.

Basically, then, many of the career education activities are attempting to permeate curriculum barriers which have been set up on grounds which in many cases really are not defensible, and to provide a much greater permeation across curricula as a youngster develops a certain set of goals to which different kinds of educational experiences might contribute.

A second emphasis in career education models is that they attempt to formulate an articulated system K-12. Now as a matter of fact, the School Based Model I've described began as a K-12 model, later was defined as a K-14 model and then a K-graduate education model. But in any sense, what most of these career education models are was defined as a K-14 model and then a K-graduate education model. But in any sense, what most of these career education models are attempting to do is to indicate that each educational level clearly has its own contribution to make to the kind of long-range behaviors and goals that are exemplified by these kinds of terms: career identity, self-identity, employability.

The third emphasis is that most career education models at least verbalize that they are attempting to create a process by which every person exiting in the educational system does so with some kind of marketable occupational skills. Now I might say that this is a very interesting idea in a couple of ways. At the moment it is a fairly controversial area because it is not clear just what job skills are. When some people talk about the matter, they talk about making sure that every youngster has typing or carpentry skills or whatever. And that's fine. But there is another dimension to that one which I think has not had as much visibility as it needs and that is that in a knowledge society, as described by Peter Drucker, for example, we're increasingly elevating the educational requirements to work at many occupations. Now some of this is simply supply and demand. But some of it is clearly a function of the change in the nature of work, so that in that sense, when we talk about marketable job skills, we're talking about skills like reading and writing and arithmetic. And yet, for a variety of reasons, we have not realized nor emphasized that in the kind of world we're living in and moving toward, these are very clearly not just academic exercises, but terribly important skills in their own right, deserving of the title marketable job skills. Thus, in some career education projects, they're attempting to increase the youngster's awareness of what these academic skills relate to and their meaning in work and in life.

A fourth emphasis is that career education is seen as a way of increasing the relevancy or the meaningfulness of education for greater numbers of students than is currently true. That's kind of a highfalutin' phrase, sounds too much like a cliche. What I like to do when I talk

about that particular issue is talk about it in "so-what" terms. It seems to me that what the emphasis says is that increasing the relevancy of education for students is providing them an opportunity to answer the question,"So what? Why am I taking this?"

I don't know about you, but when I taught in public schools and, as a matter of fact, even now when I teach graduate students, I have student saying: Why am I taking this course? What good is this course? When I was in public school and a little younger, I was a little bit more flippant than I am now. Now I'm more mature and sophisticated so I don't use the kinds of answers that I used then. But I remember when a kid would say, "Why am I taking this course, Mr. Herr?" I'd say, "Because the State says you have to take it." The kid would shrug his shoulders and walk away. It got me off the hook, but it's a lousy answer. Or I would say, "The reason you're taking this course is because it will stretch your brain." I used to hear that about Latin. If you took Latin, it was good for your mind. It stretches your brain, it'll exercise that muscle. I could never really image that. To this day I have a lot of trouble with that idea. But I figured if it was good enough for Latin teachers, it was certainly good enough for me and so I'd say to the kids, "The reason you're taking this course is because it'll stretch your head. It'll really exercise your brain." And they'd look at me like I was weird.

Sometimes, if I was really flippant and I felt that the students were being impudent, I'd say, "The reason you're taking this course is because I need your body. If I don't have enough bodies, I don't have a course, and I need this job very badly. That's why you're here."

Well, those are all answers. By and large, they're lousy answers. The basic point, however, is that the question, "So what, why am I taking this course?" while it may appear too impudent, is the guts of what career education is about. To answer questions such as that is to help youngsters locate themselves educationally. Where does this course go? What does this relate to? How do people use this stuff? What do they do with it? How does it relate to other educational subjects? How does it relate to life? I think that's what relevance means, helping students make those kinds of connections.

A fifth career education emphasis is a design to make education an open system, in that school leavers and drop-outs can reaffiliate with it when their personal circumstances make this feasible. What I mean by that and what I think career education means by that is that we are dealing with different kinds of education clientele than has been true historically. Cross has talked about the new learners in higher education. We find a lot of young and middle-aged citizens who want to reaffiliate or pick up certain kinds of skills at the level of secondary education, but they really cannot do it on a 9 am-3 pm or a 9 am-4 pm day, sitting with a bunch of kids of age 15 or 16 to get their competencies. Or they can't deal with it in the fairly formal full-time basis that many higher education structures have created.

And so what this means is that we've got to find other kinds of delivery systems for these new kinds of clients. In some cases, it means 24-hour schools. In other cases, it means 12-month schools. It has all sorts of implications but it is an emphasis which is growing out of some career education efforts.

The structure of career education is a sixth emphasis. Specifically career education requires structure whose desired outcomes necessitate cooperation among all elements of education as well as the community. I've already suggested that one of the things about career education is its tendency to articulate, to try to be systematic, to see the system whole. Another dimension, however, is to recognize with humility that many of the outcomes of career education that might be addressed cannot be addressed in school itself. There is neither the time, the resources, or experiential opportunities. And so, increasingly, career education models are attempting to address the community as a resource, and trying to create mechanisms by which the community and the school can be in partnership in developing some of these kinds of skills. That's a very difficult thing to bring off although the notion has much theoretical appeal.

A seventh emphasis--Career education is an enterprise requiring new technologies and materials of education. Obviously, where you can't use the community at large, you've got to try and develop simulations and so we find the use of simulation and gaming and role playing becoming quite academically respectable and, indeed, necessary to promote many of the kinds of things that career education is trying to facilitate and promote.

A further emphasis is that career education is for all students. It is not just for kids going into the labor market immediately following high school. The assumption is that if you talk about things like self-identity and career identity and the other career education goals these are important for all youngsters. It doesn't matter what their goals are because in many ways this is a structure to help them figure out what their goals are and how to get to them. It runs counter to the kind of argument which says if the kid is smart enough to go to college, he doesn't need this stuff. Or if a kid is gifted and talented, he doesn't need this stuff. They may need it more than anybody. Some of the most confused kids I've ever met are very gifted and talented youngsters. They've got so many options, they don't know how to sort them out. They don't know what their own talent means. They don't know why people treat them like they treat them--as some kind of freak.

You have seen the same problem with college-bound kids, as I said. I see them everyday. They are there only because they don't know where else to go. They take this direction because a lot of people have told them to postpone their decision because "when you get to college, you'll figure out what you're going to do."

But most colleges give them two years of general education, a liberal arts education which doesn't help them to figure out what career they

want to pursue or what major they should take to get there. Many kids choose majors because they run out of time. They want to graduate in four years and the only way to do that is to declare a major when you're a sophomore and get out of there. And I don't say that nastily; I simply say that as fact. It happens to be true. Many college kids just don't know what they are or what they want. So they choose something--Let me out, maybe I'll find it on down the road. It's like pursuing happiness for some of these people. They seem to think that happiness is central, that it isn't a by-product. What we're talking about here is central--self-understanding. It's not a by-product. It's absolutely fundamental, a form of education for all kids, and all adults who may need it.

Then there's the final emphasis and, I guess the one that for me, is the most important. That is this business of facilitating individual choice-making: helping people understand themselves a little bit more clearly, understand what they're trying to do with their life, what they're trying to do with education, trying to figure out what their options are, what the kind of contingency plans they might set up. And, learn how to plan accordingly.

It's the kind of thing which is at the base of what we call planful behavior, which is at the base of what we call purposeful behavior. In my judgment that's what career education is. It isn't a new subject. It's not vocational education alone, by any means. It's really bringing education for choice into elevated prominence in American education. Many of the things that we've been discussing have been important for a very long time in American education but have not been addressed systematically.

I think what we're really saying is that, whether we talk about James Coleman's work or other observers of the school's role in society, it is apparent that schools must be providing a new variety of survival skills are really psychological skills--knowing about one's options, knowing how to access them and so forth--which are really at the heart of what career education is about. These survival skills, in my judgment, are not going to go away. Let me give you just one quick example of why I think these skills are important. One of the things you can take as an example, it seems to me, is what the Equal Rights Amendment suggests.

You know, in our society, what we have is a big smorgasbord of possibilities. Most people don't know what they are, don't know how to cluster them. And as a matter of fact, for a very long time racial minorities and women could not be their full selves and scapegoated others because of it. Let me tell you what I'm saying.

Women, for a long time, had only four or five options which were really viable. We all know this. We've heard it many, many times. It may be inherently unfair, but at least the options were clear. If one didn't become her full self, she could blame men or she could blame the society. But when those options are changed and people say to her theoretically, "The whole world is your oyster," then it's up to the individual to decide what she's going to do.

What we find is that the psychological burden, the burden of personal responsibility, becomes increasingly an individual matter. The same thing is true in racial matters. If you are, in fact, confined to certain kinds of options on the basis of race, it's inherently unfair. But the psychological dilemma, the problems of identity, the problems of choice, are very different when these things are struck down in law and struck down in practice. And what we have in our country is the movement increasingly to what Glasser has called an Identity Society. We're very much concerned about being full people. We're almost obsessed by questions like, who am I.

Questions of psychological identity are all around us. And they aren't going to go away because, at least for the foreseeable future, most of us can choose the way we want to spend our life without being forced or coerced into it. Now there's still some of us who aren't going to have that luxury, but most of us do not have to live our life randomly. We can be systematic in choosing, planning and preparing for our goals. We can be purposeful. But the more this situation occurs, the more the psychological burden rests with the individual, and the more that it becomes absolutely necessary to provide appropriate coping skills--self-understanding, career awareness, decision-making--as part of the educational structure, not something peripheral to it. In the America of today these skills are fundamental to human dignity.

Thank you very much.

APPENDIX C

"IMPLICATIONS OF CAREER EDUCATION FOR COLLEGES OF EDUCATION"

BY

Robert E. Taylor, Director
The Center for Vocational Education
and
Associate Dean, College of Education
The Ohio State University
Columbus, Ohio 43210

College and University Staff Development Workshop
in Career Education
Wemme, Oregon

December 3, 1975

"IMPLICATIONS OF CAREER EDUCATION FOR COLLEGES OF EDUCATION"

It is always a pleasure to return to my native state, especially in such a beautiful setting and to a meeting on such a lively topic with such interested and capable participants. I envy you your first two days and only wish that I could have been here with you.

You in Oregon are to be commended for the progress you have made individually and collectively in implementing Career Education.

In the allotted time, I will not be able to exhaust the various alternatives and ways in which colleges of education can relate to career education. I hope, however, to be able to highlight some examples and provide a framework in which colleges could optimize their role in this important educational priority.

In trying to think through my remarks, I've made several assumptions:

1. That career education is a viable concept and provides a useful paradigm for organizing and delivering education.

2. That it is not necessary for me to define career education or justify its importance to this group, since in 1970 the Oregon State Board of Education named career education as a priority.

3. That career education is pervasive and should be infused throughout the entire educational enterprise -- not merely inserted at critical junctures, since most or all education personnel have a role to play in its implementation.

With respect to the role of colleges of education, I would like to make the three major points. First, I believe they have a role of intellectual leadership in career education. Secondly, colleges should demonstrate how career education relates to their own and the university setting. Third, I will cite some examples of how colleges of education might capacitate others, both organizations and individuals, in applying and implementing career education.

Role of Providing Intellectual Leadership

Colleges of education ought to be arenas of scholarship. Career education, like any other major educational development, should command the best minds and scholarly tools that we can muster. That is, through research, development, evaluation, and other intellectual activities, colleges of education should try to further perfect and refine the concept, and build and challenge the empirical base which undergirds career education and attendant activities. With the exception of specialized research and development agencies, this is a function and a need which can uniquely be served through colleges of education with their link to other critical disciplines on university campuses. The active participation and cooperation of schools and school personnel are needed in many of these activities. In general, colleges of education have not provided such leadership to date. Too often, state departments and local districts have surged ahead without us. We need to catch up!

The word leadership was chosen consciously, recognizing that no one sector of education has an exclusive franchise on leadership. Nevertheless,

one of the necessary dimensions of an effective college is its ability to provide intellectual leadership to new developments such as career education.

Career Education in the University Setting

Another major point - a novel one perhaps - is that educational institutions ought to "practice what they preach." If colleges of education are going to be viable and credible within the university community and in the broader public sector, it only seems logical that what they profess ought to be incorporated into their own operations. Further, colleges of education ought to have an impact on the practices of their parent institution.

For example, there is a need for providing awareness and exploratory activities in the total university setting for the non-declared students which arrive on campuses annually and are seeking assistance in selecting a suitable and satisfying career. These procedures should permit professionals and other adult role models on and off the campus to interact more extensively and effectively with incoming students. Students must be informed of the realities of the "work place" as it relates to various occupations and its impact on life style.

Universities need to improve on their placement services and, above all, to conduct necessary follow-up studies. This feedback loop on graduates and non-completors provides one of the most powerful leaverage points for improving and redirecting college programs. Both college departments and individuals need to know placement data and success factors of graduates. Such information is essential to an adequate career information system which aids students in making informed and satisfying career preparation decisions.

Students entering university programs should have access to recent information on what happened to university graduates. What kind of jobs did they get (in a major field); what kind of beginning salaries did they receive; how many entered graduate programs; how many are unemployable? Recent Federal Trade Commission hearings on private trade schools indicated that these data were essential on trade school graduates to provide needed consumer information to purchasers of "services" from private schools. Can public universities ignore this need?

Improved advising procedures are needed which help students in making more realistic and informed career decisions. This also calls for greater flexibility in procedures for declaring majors.

We also need to provide curriculum based career planning activities rather then singularly treating guidance and career planning as separate and apart from instructional programs. Student organizations could also be utilized for furthering career education objectives.

Provisions also should be made for cooperative and intern kinds of experiences, both in the career exploration stage and career preparation stage of university programs. Additionally, the mode and "tone" of the university ought to be one of student-centered procedures.

Career Education in Colleges of Education

In applying career education concepts to colleges of education directly, all of the preceding items should apply in "spades".

One of the significant points that should be made with respect to career education, is that it is unlike team-teaching, performance contracting, individualized instruction, computer-assisted instruction and other recent innovations. While these innovations have dealt mainly with the process and procedures of education and do apply to career education, career education strikes at the central problem: What are the ultimate outcomes we seek and what are the purposes of the educational enterprise?

This realistic concern for educational outcomes has accentuated a major problem in education -- that of determining whether schools prepare for life as well as the next level of education; whether knowledge is to be descriptive or applicative; and whether the optimization of individual career development provides a logical rationale for organizing and sequencing learning experiences. The full implications of career education have intensified the need to agree upon what it is education is really about. Not only is clarity of purpose critical from the standpoint of focusing limited resources, assessing progress, and effectively delivering on our promises, it is also essential to restore confidence in schools with the general public and to give them the education they want.

Perhaps no greater challenge exists for colleges of education than to confront the problems and issues concerning educational purpose. Career education accentuates this need. If colleges of education are going to be effective in providing leadership to career education, their programs will need to specify educational outcomes. There is also a need to clarify the roles and relationships of various specialties and functions within the educational system.

In 1971, then U.S. Commissioner of Education, Sid Marland speaking at the National Association of Secondary School Principals in Houston said:

> "The first attitude that we should change, I suggest, is our own. We must purge ourselves of academic snobbery. For education's most serious failing is its self-induced voluntary fragmentation, the strong tendency of education's several parts to separate from one another, to divide the entire enterprise against itself. The most greivous example of these intramural class distinctions is, of course, the false dichotomy between things academic and things vocational".[1]

Again, as an admitted advocate of career education, I believe that it provides a useful paradigm for relating and orchestrating the various elements and specialities of the educational enterprise to focus on the critical life roles of students. It provides a basis for looking at educations elements in a cohesive and unified sense.

---

1 "Career Education Now", Sidney P. Marland, National Conference of Secondary School Principals, Houston, Texas, January, 1971.

In the undergraduate program of the college, it seems to me that literacy in career education is a necessary outcome. Students preparing for leadership roles in education should recognize the importance of the reality-base provided through career education, the applicative emphasis inherent in the concept and its focus on the student as the central element. College students need to develop the "big" picture of the major goals of education and understand the contribuiton of their own teaching speciality to career education, as well as an appreciation for the role of others. This should provide for student outcomes to become central in their teaching role and the interrelationship of various educational components to be known and optimized.

The critical element in the college's role in the undergraduate level is a demonstration of the concepts of career education. This is to say, the college should have awareness and exploratory programs; it ought to be rich in field based learning and contact with real world settings and people.

For example, Early Experience Programs for freshman interested in education should expose students to adult professional roles, working conditions and attendant life style, of the educational occupation to which they aspire. Students would have the opportunity to enroll as teacher aides, tutors, or social agency aides and to explore in seminar and discussion groups the appropriateness of a career in education. While such "real world exposure" seems demanding in terms of student time and fiscal resources, we need to remind ourselves of the costs to our institution and to individuals when an undergraduate opts out of the teacher education program after the third year or when a teacher moves out of education following one year of employment in the real world.

In discussing the graduate level, the first temptation is to think in terms of an array of new courses. However, leaders in career education have persistently maintained that there should not be a graduate degree in career education. Instead they feel we should try to strengthen the implications and applications of the concept in existing program structures.

I believe, however, it will be necessary to think at least in terms of some graduate courses to provide a "fountainhead" for the continued development and refinement of career education. Such courses are probably already in existence on some campuses -- such as, career development theory; developing, organizing, conducting and evaluating career education programs. Another candidate course might be community involvement programs which emphasize the need for school/society partnerships for the purpose of planning instruction and learning activities and employment experiences. Additionally, courses in occupational sociology, labor economics and counseling psychology should be scrutinized for contributions to personnel development programs. Existing education courses need an infusion of career education.

In parparing leaders for career education at the graduate level, we will need to think beyond the present stereotyped and classical roles that we have in the educational system, and think in terms of new roles implicit in the full implementation of career education. Some job titles might include: school placement officer, career information specialists, developer for community-based learning experiences, employer relations coordinator and various paraprofessionals.

Another important leadership skill necessary in the implementation of career education is the ability to initiate and operate consortia. Educators need to possess the ability to involve a wide variety of people in various disciplines and organizational settings in cooperating and furthering career education goals.

Finally, the graduate program must yield a number of educators who will perform leadership roles in implementing career education in schools through planning and cadre training. With the educational skills gained from a graduate program encompassing the elements mentioned earlier and the normal process skills (e.g., in-service techniques, planning, decision-making) taught in a graduate program, these educational leaders should be capacitated to accomplish the task.

Role of Colleges and Others in In-Service Education

It is self-evident that many organizations have a role to play in in-service education. Colleges of education, through contracted services and other essential activities, should provide in-service education for career education. Certainly, off-campus classes and extension education centers will be necessary to get faculty out "where the action is" and to encourage wider participation and involvement. Exchange of staff between local districts, employers, and other key actors in the career education enterprise, would also facilitate in-service development of the several parties involved. More extensive use of the "clinical professor" would be another dimension that would bring into colleges of education rich new perspectives from local districts and other learning settings. Providing training activities for local cadre training team personnel in career education, should be productive and useful. The operation of a clearing-house or information service on career education, would be desirable. (as an aside, we somehow have to change the notation in education that teachers can only utilize those materials in the instructional process which they have personally developed. In my view, colleges of education need to assist teachers and others in education in facilitating adoptive behavior. This is, they need to become intelligent consumers of the outputs of the research and development process.)

The State Department of Education, through state, regional and local district education conferences, could provide services through contract arrangements or consultative services of its own staff. These services could assist in implementing career education programs, analyze teacher certification and program accreditations in light of career education, examine resource allocation systems, and a multitude of other mutual concerns.

The role of the intermediate district teacher centers or personnel development centers can also directly contribute, as a coordinator, organizer and information exchange point for career education. Professional organizations, through sponsored workshops and services, special publications on career education and sponsored projects, also serve as key potential elements in fully implementing career education.

Additionally, we need to think of the role of local districts in personnel development. This must not only include the normal stereotyped staff development activities that come to mind, but also such beneficial

activities as extended service contracts which provide opportunities for teachers to interact with the community and follow students into job settings and exploratory activities. The districts reward/incentive structure needs to be examined to facilitate career education.

The public and private sector, the world of work if you please, also has a vital role to play in providing improved learning settings for personnel. We also need to keep in mind the obligation of employers to provide career development opportunities for their own employees. Some regions of the country are making use of the tele-communications satellite for channeling staff development activities on career education to all local education personnel.

Strategies for Capacitating Colleges of Education

Perhaps the first and most significant step that a college of education can make relative to career education is a decision on its own role and/or commitment. This means agreement on the purpose and definition of the concept in the college setting and the role of the college in capacitating others. Without such a committment and agreement for colleges, the concept has only a limited chance of being implemented.

While it is interesting to speculate what a college of education might look like if organized along career development lines with major divisions of awareness and orientation, exploration, preparation, etc., it is unlikely that such a major reorganization is desirable or feasible. Perhaps a more realistic approach would be to think in terms of a matrix organization where an advocate team or a task force, inter-disciplinary in nature, can cut across the several departments and focus upon the needed developments in career education. Such teams should develop an operational definition for career education, a plan for faculty involvement, implications for functions such as instruction, advising, research and field services. Teams could also be empaneled to focus on the various levels of career education such as elementary, middle school, high school and post secondary and adult. We also must be concerned with developing advocacy team leaders to coordinate these career education functions within the college as well as provide inservice in career education for the entire college of education faculty.

An alternative, or perhaps an adjunct to the advocate team and matrix organization, would be extensive cooperative arrangements between colleges of education and local districts and the public and private sector. This could be viewed as a "learning-to-swim-by-jumping-in-the-pond" approach in which a college literally "adopts" one or more local schools. Such a cooperative approach offers the promise of not only drawing on the combined strengths of the member institutions, but also classification of roles, cross-fertilization and cost-effectiveness. The inter-institutional consortium between the institutions of higher learning here in Oregon for the development of instructional materials for the planning, and implementation of career education is an excellent example of horizontal institutional cooperation and articulation.

Another alternative in moving colleges of education ahead in career education is outside recruitment; identifying new staff whose commitment,

scholarship and interest are in furthering career education. Further, the staff reward and incentive structure needs reconsideration. Traditional, university reward systems such as sabbaticals, merit pay and the like, must change and expand to include alternatives such as work experience and/or service relevant to preparation for career education.

Colleges should also explore the possibility of providing mini grants to individual staff members within the college which would allow them to research aspects of career education in depth and/or develop and revise curricula. State departments of education, Federal agencies, chambers of commerce and a multitude of other public and private agencies and organizations, are logical sources of funding.

Another important consideration in the implementation of the concept is to provide an "operations research" mode for the colleges' activities. This should include needs assessment of the various internal and external groups affected by the concept. A supply/demand study of various educational personnel needed, of the kinds of program development needed, implication for curricula, support personnel, etc. should also be considered. Ongoing assessment of the colleges own activities with feedback for refinement and renewal is essential.

A document useful to colleges in this area is a recent publication of The Center, Career Education Personnel Development: Ideas for University Planning,[2] developed under a USOE contract. It is one of the most extensive publications available for assisting colleges of education in the implementation of the concept. It presents detailed goals and strategies to be used in planning for the implementation of career education personnel development program. It also provides a detailed description of university approaches to integrating or infusing career education into existing personnel development programs, curricula and/or courses.

Summary

In closing, I would like to re-emphasize that colleges have a vital role to play in the further implementation and refinement of the career education concept. In my judgement, they need to demonstrate the application of the concept in their own college operation and in the parent institution. They need to cooperate with other agencies in developing programs and procedures to capacitate organizations and individuals to implement career education, toward the end that career education will become so thoroughly integrated into the outcomes and procedures of education at all levels that it ultimately loses its identity. However, to achieve total infusion, colleges of education must provide leadership. An essential step will be to reach a decision on roles and to pinpoint responsibility.

[2]Lorella McKinney, et al, July, 1975, Columbus, Ohio

APPENDIX D

"PLANNING FOR PERSONNEL DEVELOPMENT IN EDUCATION AT THE UNIVERSITY"

BY

Keith Goldhammer, Professor
School of Education
Michigan State University
East Lansing, Michigan 48823

College and University Staff Development Workshop
in Career Education
Otter Rock, Oregon

April 29, 1976

PLANNING FOR PERSONNEL DEVELOPMENT

IN CAREER EDUCATION AT THE UNIVERSITY

This is my second homecoming to Oregon. The first one was many years ago when I went to California for a few years. Soon after I returned, I participated in a meeting like this where I had an opportunity to interact with many of my friends. Upon coming home that evening, my wife was very anxious to get some information about whom I had seen, and how they were, and how all their kids were--all the information that's very, very important. And I said, "You don't know how some of these people have aged in two years!" I'm not going to do that when I get home to East Lansing on this occasion, because her remark was, "Have you looked in the mirror recently?"

As Rod said, this is the part of the world I guess I would rather be in than any other. The only reason I'm not is that there are other kinds of exciting opportunities elsewhere. I'm not sure that my perception of that which Darrell had in mind for this presentation is the same as his, but, at this point, there isn't a lot he can do about it. So from this point on for the next forty minutes or so, my perception is going to prevail.

I can't help but reflect that in my present position, I have to spend what I consider to be an inordinate amount of time dealing with problems which arise from the current criticisms of higher education, and teacher education specifically. The last thing I did before leaving Oregon State was to deal with a legislative committee that wanted to eliminate some teacher education programs within the state of Oregon. It seems to me that I have been dealing with such committees or agencies ever since I came to the state of Michigan. So my experiences in Oregon helped to prepare me for the experiences I have had.

I must confess to you, however, that sometimes I am more inclined to join the critics rather than to become defensive about what we are doing. This isn't because of the perversity of my nature. It's because I honestly try to appraise and to evaluate what my organization is all about; what my organization is doing; how my organization is adapting to the very critcal needs of the communities whose interests we are supported to serve.

I think that in dealing with people on this level, two things have become abundantly clear. One is that the public wants in their schools either something more or something different from what we professional educators are currently giving them. There's no use in our becoming defensive about that! It's clearly and boldly written on all the walls that there is dissatisfaction with the traditional modes of education. There is considerable dissatisfaction with the fact that in our high schools, particularly today ;and particularly in the urban centers where the situation is most critical, the job is not being done for those kids who most require a satisfactory educational program relevant to their

needs, interests and aspirations. I think that the present unrest with respect to higher education, and teacher education in particular, is the result of the inability of relevant publics to explicate their desires and concerns. They want professional educators to help them explicate their concerns--to help them devise the adaptations that will relieve them of the anxieties and ambiguities that beset them. In the face of our failure, they're ready to jump on almost any bandwagon that appears.

The second thing is that they are saying to us in the whole realm of higher education, "Your product isn't doing what we want it to do." I was attending a conference recently where one gentleman said, "I'll tell you what's eating me. Every participant in Watergate was a product of one of our universities."

We must admit that he has a point. The people who are either managing or mismanaging the affairs of this nation are the people whom we certify as capable of doing the job. The people who may be running from the issues that beg to be resolved are the people whom we certified as competent to handle those issues. As an administrator of a university, I can't very well disclaim responsibility for how those who are the custodians of the professional affairs of this nation, are conducting that custodianship. If I felt we were doing everything that we could and should be doing, I suspect I wouldn't be here addressing you as I am this morning.

Our topic is related to career education, and I've assumed that everybody here has a knowledge of the basic literature and understands career education. So I am not going to spend any time on the basic concepts. I was told we are primarily concerned about the process of change and of implementing personnel development programs for securing programs in teacher education for career education.

Accordingly, I want to try to do three things this morning. I want to talk primarily about the change process, because I think personnel development in higher education is different from some of the brands of personnel development that we normally think of. Personnel development is not what we do to people. What we do <u>with</u> people and what we <u>help people do</u> is what I think is relevant in the setting of the college and university.

I plan to divide my remarks in whatever time I have allotted to me (or usurp) into three categories. First, I intend to talk about some elements in the change process as I think they affect higher education; second, I hope to deal with some issues in effecting change which I think we in higher education have to resolve; and third, (and I'm doing this at Darrell's request) I will briefly tell you how we attempted to handle some of these things--sometimes successfully and sometimes not--at MSU.

First of all, let me say that leaders in higher education work with colleagues who have a tremendous pool of capability. We who are attempting to develop some new programs are obliged to consider how

we use those capabilities in our institutions most effectively to develop those new products, those new programs, those new processes.

The first aspect of the elements of the change process is what I like to think of as the engineering of change. I think there are three R's in the engineering of change and many times we seem to lack the capability of using those three R's effectively. I had to rush to catch my plane yesterday morning because I had a conference with a very fine, forward-looking administrator on my staff. He was talking about those unresponsive people for whom he is responsible and who aren't jumping on the bandwagons that he has constructed and built for them. I attempted to understand the nature of the bandwagon, but for the life of me, I couldn't understand why he was expecting them to jump on the bandwagon. I think this exemplified the first pathology in personnel development in universities; we deal with issues on a level of ambiguity, with a lack of specificity, with a lack of a thorough basis for understanding what we want to accomplish and how we want to accomplish it. Then we wonder why individuals do not go along with us.

The three R's of engineering, to help us avoid this ambiguity, are research, reason and responsibility. Let me explain what I mean. If the proposals that we make are sound, we will be able to find some justification for them in the literature relevant to the fields to which they relate. While the research may not specifically indicate that which we propose, it may indicate some of the conditions we hope to relieve, and, by inference, suggest some of the paths that we may want to follow. I cannot give an adequate citation of responsible research and experience within the field relative to the proposals that one makes; if one cannot help the individuals who should be a part of the team to look at the basic foundations of knowledge and experience on which proposals for change have to be established, then I think the change agent is doomed to failure. If a change agent comes up only with fanciful inventions, he will not be able to mobilize the critical mass of capability that exists within his institutions in support of his proposals. It is research, the foundation of knowledge and experience, responsiblity in the interpretation of that research, and the use of calm, reasoned, tempered judgment in drawing inferences from that research, from that experience, that must be used to design the ways in which we want to proceed. Sometimes as I look at what we sometimes propose in higher education, I wonder at how we violate the basic cannons of scholarship upon which we really justify our existence. Development isn't sitting off in the corner and dreaming up grand schemes. We're going to be very, very lonely if that is the way in which we operate. If we can relate effectively to those of our colleagues who have been tranined to analyze propositions on the basis of accumulated knowledge, wisdom and experience, we will have a solid foundation on which to base our proposals.

The second element of this process, I think, is design. There are the critics who say, "I can tell you what's wrong, but you have to design the solutions to it." If the proposal isn't engineered with a design

that makes sense, if it isn't engineered in such a fashion that the elements of that which we propose to install are explicit and clear, I think we're doomed to failure. But there are some things about design that I think we ought to pay particular attention to as a matter of fundamental common sense, if not research findings, relative to how individuals come to accept new ideas.

I've spent a great deal of my life telling people what's wrong with what they do and them telling them how they can do it right. This procedure helps to create barriers for individuals seeking to explore new ideas more frequently than it opens the gates or helps to pave the highways that are exciting to travel into new and unexplored territory. I've come to the conclusion (I think there's a substantial body of research that reinforces it) that we spend too much of our time looking at revolutionary change rather than finding what's good and accentuating the positive in the present situation, upon which we can build.

There are two ways to accept that: one is to say, "Yeah, everything is good." You know, one of the things that happens when new ideas come in is the reaction, "We've done all this before--we're doing it now." I've heard this time and time again. The second reason for accentuating the positive is to find the strengths in the present upon which we can build something better.

As I came down from Hillsboro this morning, I took that old Otter Crest loop--not because I was lost, (I do know my way around Oregon a little bit) but because that was the old highway, and how many wonderful days of my life--Oparticularly when I was in Bandon and having to come up north--have I spent on that old crooked highway! I was thinking this morning about the first times we came to the beach in that old 1921 Dodge which was the first car my father bought. I remembered the old corduroy road between Astoria and Gearhart and the car trouble we inevitably had on our trips. That 1921 Dodge was a good automobile for 1921. When the people built the 1923 Dodge, they didn't tear down the 1921 Dodge; they found out what was good in its engineering and how they could improve it. In designing our programs and helping our people to come along with them, I think we have to accentuate that phase of the change process--people will build better bridges on good bridges. You can't build better bridges on bad bridges.

The second aspect of design that I think is critical as we try to build personnel capabilities to deal with change is to constantly examine what it is that we are communicating. Language is a tricky thing. Communication is difficult because the reception may not always be the same as the broadcast. One of the problems of our communicating ideas frequently stems from thefact that we haven't said what we proposed to say with the degree of specificity that enables the message to come through the same to all of -the participants. Any one of us who has read examination papers of the essay type has said to ourselves time and time againa, "I hope I didn't say what that student thought I said."

The third element is system--the specification of system in the design so that we can at least show a theoretical capability of accomplishing our desired results. Usually we throw the thing together in such a fashion that we create a good rationale for our failures. We say that this is a pilot project, and our pilot project is to identify the weaknesses and the inadequacies so we can put it together right at a later date. The trouble is that pilot projects sometimes persist as pilot projects until this charisma falls flat. But it really falls flat because the specificity of system has never been adequately developed within that project. By specifying those aspects of design that enable us systematically to look at the process, the content, the products, the proposed objectives, etc., we are able to determine the arenas, the battlefronts, upon which the issues for installation should be thrashed out avoiding the emotional pitfalls which constitute barriers to success.

The third element of the change process (and I'm beginning to think that this may be one of the most significant aspects of our being able to effect change) is the development of adequate products that relate effectively to the systems which we want to install. I had the great pleasure of flying in here last night with an old friend from Portland State, and we had a delightful seminar all the way from Lansing, in fact. One of the issues we were discussing was how do you increase the capability of people. She said we ought to begin with more capable people, we ought to begin with more people who are more than one sigma above the mean--and you know she's absolutely right! She's identified the Lord's fatal flaw in the plan of creation! He got that normal curve of the distribution of human characteristics all wrong! What He should have done is had a negatively squewed curve where we had more people three sigmas above the mean and fewer people at the mean and below it! Given the fact that the normal curve of the distribution wasn't repealed when we started recruiting people for higher education either, we're going to have relatively few creative people who don't need the products--who can create their own. I heard a superintendent say, "I won't invest one penny in my high school system in these products because I expect my teachers to create their own." If he's got a staff of teachers who can create their own on a level of acceptability, I want to know what his recruiting techniques are because it defies the laws of nature. For those people like me, who don't have all that creativity, we've got to have some tangible things that we put in their hands to enable them to do the job that they would like to do effectively. I think that in programs like career education one way that we can be most successful in helping individuals develop the needed capability is putting them into situations where they're designing the products that other people will employ.

Point number four! Even if we have the products, we frequently have failed to train the people to use these specific kinds of products. During the days of the NDEA, I was the director of the Bureau of

Educational Research at the University of Oregon. We had to evaluate what was happening with all the scientific equipment that the schools were purchasing with federal funds, and we found closet after closet filled with expensive, useful, scientific equipment which school districts had received from the NDEA, and which the teachers hadn't been prepared to use. They would sometimes say to us, "You know, if I just knew how to operate the thing; if I just knew how to turn the thing on, I certainly would use it." One of the essential elements in helping to develop people is helping them have the skill to be successful, not only within the framework of the system, but within the framwork of the materials that they're going to be using.

My fifth point is if we want people to engage in these developmental activities, if we want them to develop the products and learn how to use them, then it is essential to give them the time to do the job. We in personnel development programs wonder a great deal about the effectiveness of many of our programs that come at 4:00 in the afternoon or after dinner in the evening. We've been resistant to change on this particular score. We think that, for instance, a classroom teacher isn't doing her particular job unless she's got 35 kids in front of her every hour of the day. Then we say, "Well, why don't you prepare?" Keep 35 kids in front of you every day and see how amenable you are to sitting down and doing the detailed job of preparing or how delightful you'll feel about going to a committee meeting that is changing the social studies curriculum, either before or after supper! We do the same thing in higher education. We say, "Teach 12 hours a week; prepare for those 12 hours; get your research done; and then engage in some personnel development activities on the side." If society wants its educational institutions improved, it's got to provide time for educational personnel to engage in development activities! The development staff at Ford Motor Company happens to be a full-time, well-paid staff that has the resources for development; and if they want to train some people on the line in new systems, they take the people off the line to give them the training they need.

The last element of successful change is that of legitimating change for those who are willing to attempt something better. In my more pessimistic moods I say that the university is a system for maintaining the status quo. One of my colleagues who was working with me on a research project said that most universities change, but with glacial speed. The public is telling us that glacial speed isn't adequate anymore. But what's the reward? How do we make it legitimate for somebody to break out of the mold and really apply what he or she knows is desirable? In many places today the individual who tries to be an influence is accused of rocking the boat--both by his peers and by his administrative personnel. There is security in the past; not that the past did things exactly right. Nevertheless, unless an assistant professor in "X" University sees that taking the risk of experiment is going to be valued, he probably won't try it. Have you ever heard of an assistant professor who was promoted because he devised a great experiment that failed? Maybe it would be the best thing for the adaptability of the

institution if we rewarded the failures of those individuals who displayed the intestinal fortiutde necessary to experiment, to explore, to get off the beaten path.

I think that this is one of the things that we need to analyze. We have some people at MSU whom we asked to serve on our Career Education Council who said, "Let me tend to the problems I have of establishing my credentials for promotion first; and then I'll think of these high risk operations." When this was reported to me, I said, "Whoa! Why should this be something other than that which establishes the credentials for promotion?" Well, you want to do the tried and the true, because that promotion is extremely important to you. If we don't change those barriers by legitimating the untried, the experimental, the new, the application of things that are present on the horizon as having promise for a better future, we're not going to get individuals to do the job.

I want to tell you a few things about how we dealt with some of the issues that we had to face in order to mobilize a career education team at MSU. You may have done it better, and you may have gone further than we. We have 40 faculty members at the present time who are certified by the state as capable of conducting workshops and providing inservice training programs for career education personnel in public schools. When I came, we had <u>one</u>. That was four years ago.

The number one issue that we had to face when we began to plan our strategy was that there was no rediness within our staff for accepting career education. We had all the reasons why career education won't work! This is a new, strange idea that somebody has cast upon the horizon, and if we don't pay any attention to it, it will soon disappear! How do you build the readiness of individuals to look at new programs which deal with realities of this particular age? The problem is that while we have discovered that readiness to perform, readiness to accept skills and to acquire skills, readiness to accept new ideas is a fundamental characteristic of all human endeavor, we try to violate it. We think that we can make a great leap forward, but we actually don't make great leaps forward. We make our progress through very small steps, and we develop a crescendo of support after individuals have had plenty of time for ideas to mature, for the gestation to take place.

The first thing that we did at MSU was to provide a series of opportunities for individuals just to find out what career education was all about. We had one advantage--I think it was a good advantage, personally--some others may think it was not. I was the new dean and had just published a book on career education. The Dean was on his honeymoon, and he was known to be an advocate of a program. He legitimated finding out about his plan by sponsoring some informational workshops. The fact was that I was legitimating exploration. Some of the faculty probably went to those first workshops on career education just to find out what kind of a screwy character they had in the dean's office.

But they came, and we didn't push them. We let the discussions take place--we brought in some outside speakers. We brought in people who would help that gestation period take place. We were creating a readiness.

We constantly emphasized what was happening in the schools of our state by bringing in people from the State Department of Education. Our Michigan State Department of Education helped us tremendously during that gestation period to look realistically at the kinds of problems we had to consider. At one point somebody said, "Where does the College od Education at MSU stand on the issue?" And everybody looked at me--wanted a response, and I said, "I'm not the College of Education at MSU. The way in which we're going to get a response, if you want one, is for you to develop the mechanism by which to get the response."

They put together a council. The proposal was made to me by a group of faculty whom one of our staff called together, to appoint a council with individuals designated who were willing to serve on it, with the recommendation that that council involve individuals from the Michigan Department of Education, the local intermediate education district and a number of the local educational agencies that existed within our area. I accepted their proposal and appointed the council with the charge that within three months they produce a position paper on what MSU should be doing with respect to career education.

This brings me to the second point--the second issue. The second issue is how do you get, or to what extent do you get, the organization involved? One of the first things that happened was that people wanted to discuss, "What are we going to do about the critics?" My commitments being known, they were a bit surprised when I said that we were going to give them many platforms to criticize. That's what a university is all about. There are pros and there are cons. If we stop the dialogue in a university, we stop the university. Let's give the critics lots of fodder for criticism, and let's keep that dialogue churning. There are still critics, but one of the things that we had to agree to was that we were going to let those people who wanted to incorporate career education strategies into the teacher education program do so. But we weren't going to ask everybody to do so. We are a large enough institution so that we can have some alternative paths. We wanted to have individuals--and this is the third issue--who had ownership over what we do, who would go out and engage in the kinds of proprietary activities that ownership gave them the right to do. They weren't going out to promote the dean's program, because, if they did so, they would be promoting the dean into a new deanship someplace else. Once they had their own program to promote, once they had an opportunity to see that, even ;if there wasn't a consensus, they were free to develop a program which made sense to them. For those people who had ownership, we legitimated their doing that thing in which they had a commitment. We didn't care if that was two members of the faculty, or three members, a half a dozen members, or 50 members of the faculty. To begin with, it was a very small group.

One way in which we helped them achieve recognition is that we gave them some funds. I did not expect them to be able to do that which they wanted to do, and that which I wanted them to do, without any kind of resources. Most of our department chairmen were not very enthusiastic about the whole idea because they didn't know where it was going to rest, whether it was going to be in their empire or somebody else's empire; and, being human, they weren't about to come out boldly for a program that might improve somebody else's empire. Accordingly, I took money out of the general budget and gave it to the career education council. We gave them personnel; we allowed them to hire some new staff; we gave them part of the new FTE-- the last new FTE, up to this point in my career at MSU, that we have ever had. At that point some people in the organization got the message that the administration was seriously enought committed to developing our programs in career education that he was going to try to make it go, even to the point of investing in resources in it.

A very neat thing happened at this particular point in the process. The faculty came up with a position paper, and I rejected it. I rejected it because I said it wasn't bold enough. I really don't know why I did it, but I happened by chance to hit that career council in the way they wanted. They had previously decided that what they really wanted to do was too bold for the dean to accept, so they'd watered it down. And when I rejected the position paper, as not being bold enough, they said, "Good, this is an opportunity for us to do what we want to do." They said, "If we're going to follow through, then, we need to have some time from other individuals with skills we don't have in the career education council in order to assist us. We need to tap the professional expertise of this College that hasn't volunteered its services. How can we get it?"

There's an easy way of doing it if you want to take advantage of that particular situation. You call in Professor "X" who has the expertise and say, "How would you like to be relieved of classes and advisement for three months in order to do a special job?" That gets commitment faster than anything else I have ever seen in this business! I didn't have a single person whom we invited to use his expertise refuse, regardless of whether or not we gave release time (and some of them were without commitment, I must say), but they used their expertise in order to help to improve something that a group of their colleagues wanted to do. Some of them for the first time gained the recognition that their college had selected them and gave recognition to their expertise. We need that attitude to prevail in colleges and departments of education throughout the country. At this particular point, we became convinced that our career education program was going to succeed. Career education is here now, this is a fact because we're making it work. We gave people time to do the job! We used our resources to help make it go, and the College administration demonstrated its commitment to help it work.

We legitimated involvement in various ways. Some of them were very simplistic--almost elementary-schoolish. For instance, one way I legitimated involvement is I had a reception for all those people who were actively involved in the Career Education Council. It cost only a little bit of money--relatively speaking. The participants were sent invitations to come to a reception being given by the dean in honor of their participation and the hard and arduous labor in which they had engaged in order to get career education off the ground. They knew the College was giving them approval for what they had done.

The Career Education Council developed a scheme, which I approved, of rotating some time away from other activities in order to engage in the developmental work of the Council. We gave them money to hold some retreats; we gave them time off from other kinds of responsibilities in order to make visitations; we sent them to national meetings. All schools may not have the kinds of resources that we had at this particular stage of our development in order to do those kinds of things but we used the resources available in ways to help them understand that what they were doing was important; it was a valued activity of the College and University, and we were willing to try to make every effort to give them the recognition, to give them the resources, when they were available, to get their job done. If we had not had the money, we would have had to find other ways--but we would have worked at it.

Last of all, we dealt with the problem of credibility. How do you get leadership within a program that will help individuals accept new ideas, that will enable the individuals who want to be a part of the developmental process to see that their leadership is not leading them astray? This was an issue that we dealt with in various ways and had the good fortune to have the kinds of people that could establish credibility in what they were doing. I came to the conclusion that our faculty wouldn't accept the credibility of their appointed leaders in career education unless they could see that those leaders were involved outside of the campus. So we worked with the State Department of Education to get people on our staff involved. We felt that they would not accept the credibility of our leadership if we were the only institution within the state that was taking some of the bold steps that we were taking. We helped the State Department of Education establish a consortium of colleges and universities, and I suspect that they did it in somewhat the same kind of pattern that the State Department of Education has done it here. We worked with local school districts, with intermediate education districts, with other agencies in order to have our people called upon to assist in developing career education programs off campus. And when we were called upon to lead the consortium in the training of school district personnel for career education planning all over the state of Michigan, the credibility of the people who had responsibility for administering their programs rose tremendously--and experts in the College were again constantly involved and called upon to assist.

What I've been trying to say to you this morning is that we're dealing with a very difficult and complex set of phenomena when we engage in staff development in a university. We're dealing with people who have the intellectual and the professional capabilities to do the job that

we are doing. For some reason or other, we were selected rather than they. They may be able to do the job better than we are doing. It is not a matter, in this particular business, of doing it to them. It's not a matter of our providing a staff development program for them. I think this same principle applies to staff development within the school. The principle simply is this: help to establish certain objectives which are desired by the faculty and, then, provide the resources and opportunities to engage in those efforts that will help to build the systems through which those objectives can be reached! They must be given recognition for their accomplishments and approval for their efforts. Then we'll see people grow. We will see people acquire the expertise to identify the areas in which they want to have additional expertise. It's a matter of working with people--rather than over people.

APPENDIX E

VIEWS TOWARD CAREER EDUCATION

A Brief Perception Check for CEPD Project Participants

April 1, 1976

Designed by CEPD Project Staff as a Follow-up
to "Identification of Conceptual Ideals and Perceptions
of the Current Status of Education (K-12)", November, 1975

Career Education Personnel Development Project
Marion Intermediate Education District
3180 Center Street, N.E.
Salem, Oregon 97301

IDENTIFICATION DATA

Date of Completion _____

POSITION _____

COLLEGE OR UNIVERSITY _____

POSITION RELATIVE TO CAREER EDUCATION PERSONNEL DEVELOPMENT PROJECT (Check One)

___ Consortium Representative
___ Cadre
___ Task Force
___ Committee
___ Faculty or Administrator Participant
___ Teacher Education Student
___ Other (please specify) _____

FOR COLLEGE AND UNIVERSITY FACULTY:
Please list all courses you are currently teaching

_____ _____

_____ _____

_____ _____

FOR TEACHER EDUCATION STUDENTS:
Please list the course(s) in which you are enrolled through which you were identified to complete this instrument

_____ _____

_____ _____

INSTRUCTIONS

PART I -- In this part of the instrument there are 15 statements listed under eight key topical areas related to students' learning experiences in the public schools. For each statement give two responses, Column 1, -- whether you believe the statement represents a desirable situation and Column 2 -- your comment about the actual application of the statement in the schools from your perspective.

PART II - In this part of the instrument there are nine statements listed under four key topical areas related to teacher and counselor education and activities. For each statement give two responses -- (1) whether you believe the statement represents a desirable situation and (2) your comment about the actual application of the statement in colleges and universities from your perspective.

PART I — STUDENTS

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
A. Life Roles		
1. In general, instruction in each subject should be systematically related to these life roles: Citizen	___	_____
Family Member	___	_____
Leisure	___	_____
Producer of Goods and Services	___	_____
Consumer	___	_____
2. The school should give about equal emphasis to economics, family, civic and avocational career development	___	_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
B. Self-Awareness		
1. The school should exercise responsibility to develop student awareness of: Self	___	_____
		_____
Others	___	_____
		_____
Environment	___	_____
		_____
2. The school should provide all students an opportunity to become aware of their own interests, abilities and desires in relationship to their future.	___	_____
		_____
C. Exploration		
1. A significant portion of the education which the school arranges for each student should be conducted in business, industrial and professional shops, offices or other facilities outside school.	___	_____
		_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
2. Exploratory activities in career education (such as visits and experiences in business and industrial establishments) should occur at the following levels:		
Grades K-5	___	_____
Grades 6-7-8	___	_____
Grades 9-10-11-12	___	_____
Post Secondary	___	_____
3. The professional teaching staff of the school should be supplemented with representatives from business, industry and the professions who are brought into the school on an occasional or part time basis	___	_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
D. Preparation		
1. The school should assume responsibility to develop some degree of employability of students generally at the following grade levels:		
Grades K-5	___	_____
		_____
Grades 6-7-8	___	_____
		_____
Grades 9-10-11-12	___	_____
		_____
2. Education designed to help prepare students for productive working lives should deal with the professions (medicine, dentistry, law, engineering, etc.) as well as with various business and industrial occupations	___	_____
		_____
E. Work Habits		
1. The school should teach all students proper work habits (such as how to seek and apply for jobs, how to dress, punctuality, responsibility, getting along with others)	___	_____
		_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
F. Work Experience		
1. All students should have some form of on-the-job work experience which is arranged and coordinated by school staff cooperating with business, industry, the professions and the home	___	_____
G. Career Decision-Making		
1. Education designed to equip all students for making wise career choices and eventual entry into chosen fields should be systematically articulated Grades K-14	___	_____
2. The ability to find and use information to make career decisions is an ability that should be included in school instruction	___	_____
H. Placement		
1. The school should assume responsibility to assist all students who leave the school (via graduation or dropping out) to locate employment or to continue their education	___	_____
2. Follow-up of former students to determine and assist with meeting needs for retraining and upgrading should be the schools' responsibility	___	_____

PART II -- TEACHERS AND COUNSELORS

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
A. Infusion of Career Content		
1. Instructional-learning activities and content in all subject areas and disciplines should be related to prospective careers and life roles, systematically and continually	___	_____
2. Content courses designed to prepare students for working in a career should be based on skills and knowledges now needed (and anticipated to be needed) in the business, industry or profession	___	_____
B. Teacher Competencies		
1. Teachers in all subjects and disciplines should have an awareness and understanding of the various career clusters and the characteristics, requirements and person-power needs pertaining thereto. This should apply to teachers in		
Grades K-6	___	_____
Grades 7-8-9	___	_____
Grades 10-11-12	___	_____
Post secondary	___	_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
2. Most secondary school teachers should possess enough skill and competency in their major field of teaching so that they could (if called upon) be employed in a related position in a business, industry or profession	___	_____
C. Counseling		
1. Counselors should be aware of career clusters and the respective characteristics, requirements and person-power needs thereof	___	_____
2. Counselors should in general work with teachers to help them facilitate career guidance, rather than primarily working directly with students for this purpose	___	_____
D. Use of Community Resources		
1. Segments of the community such as business, industry and the professions should influence (but not dictate) the schools' curriculum	___	_____
2. Advisory committees with well defined responsibilities and operating policies should be an essential part of the school's communication system	___	_____

Statement	Column 1 (desirable) Indicate: A=Agree U=Undecided D=Disagree	Column 2 (Comment on actual application)
3. The entire community should be viewed as a potential learning laboratory for students	___	_____

PLEASE WRITE YOUR OWN PERSONAL DEFINITION OF "CAREER EDUCATION"

_____

_____

_____

_____

Thank you for completing this instrument!!

APPENDIX F

SUMMARY OF RESPONSES ON "PERCEPTIONS" INSTRUMENTS (APPENDICES A AND B)

Administered Fall, 1975 and Spring, 1976 respectively

Twenty-four statements were responded to in terms of their being desirable (A=agree) or undesirable (D=Disagree or U=Undecided) by seven different audiences in the instruments administered in Fall, 1975 and Spring, 1976 (Appendices A and B above). Numbers of respondents were:

	Consortium Reps	Cadre	Task Force	Study Committee	Faculty	Students	Other	Total
Fall	8	9	6	4	49	33	11	120
Spring	2	1	5	6	19	189	34	256

The results are summarized on the following pages. In the displays, the results are tabulated for each statement for each of the seven audiences. Under each audience heading there are four columns, two under F for Fall and two under S for Spring. The numbers of A=agree responses appear in the first columns under F and S and the numbers of D=disagree (and U=undecided) responses appear in the second columns under F and S. In analyzing these data, the relative weight (proportion) of A to D responses was considered and comparisons drawn between the Fall, 1975 and Spring, 1976 results on 22 statements. A brief summary of the analysis appears in Section 8.1.1, Page 16 of the Evaluation Report.

APPENDIX H

SUMMARY OF RESPONSES ON "PERCEPTIONS" INSTRUMENTS (APPENDICES A & B)
Administered Fall, 1975 and Spring, 1976 respectively

Statement	Cons. Rep. F		Cons. Rep. S		Cadre F		Cadre S		Task Force F		Task Force S		Committee F		Committee S		Faculty F		Faculty S		Student F		Student S		Other F		Other S	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
1.* (A1)* In general, instruction in each subject should be systematically related to these life roles:																												
Citizen	8		2		9		1		6		4	1	4		4	2	42	7	15	4	31	2	167	22	11		30	4
Family Member	8		2		7	2	1		6		3	2	4		5	1	41	8	13	6	31	2	141	48	11		24	10
Leisure	8		2		6	3		1	6		5		4		5	1	38	11	12	7	27	6	127	62	9	2	22	12
Producer	6	1	1	1	5	4	1		6		4	1	4		5	1	39	10	16	3	32	1	162	27	10	1	24	10
Consumer	7		1	1	9		1		6		4	1	4		6		40	9	15	4	32	1	156	33	10	1	32	2
2. (A2) The school should give about equal emphasis to economics, family, civic and avocational career development	5	1	1	1	5	4		1	6		5		1	3	3	3	19	11	14	5	29	7	130	54	5	3	20	16
3. (B1) The school should exercise responsibility to develop student awareness of:																												
Self	8		2		9		1		6		5		5		5	1	29		19		29		178	8	14		31	2
Others	8		2		9		1		6		5		5		5		29		19		29		179	7	14		31	2
Environment	8		2		9		1		6		5		5		5		29		19		29		178	8	14		30	3
4. (B2) The school should provide all students an opportunity to become aware of their own interests, abilities and desires in relationship to their futures.	9		2		9		1		6		5		4		4	1	37	1	21		43		182	7	11		35	3

*Number refers to item number in Spring administered instrument. Letter and number in () refers to item number in Fall administered instrument.

Statement	Cons. Rep. F		Cons. Rep. S		Cadre F		Cadre S		Task Force F		Task Force S		Committee F		Committee S		Faculty F		Faculty S		Student F		Student S		Other F		Other S	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
5. (C1) A significant portion of the education which the school arranges for each student should be conducted in business, industrial and professional shops, offices and other facilities outside school.	2	5	1	1	6	3	1		4	2	2	3	1	2	3	3	20	22	3	16	19	19	110	59	4	7	16	19
6. (C2) Exploratory activities in career education (such as visits and experiences in business and industrial establishments) should occur at the following levels:																												
Grades K-5	6	2		1	8	1	1		2	4	3	2	2	2	1	5	31	14	10	8	29	18	110	75	7	4	15	18
Grades 6-7-8	6	2		1	9		1		3	3	5		4		4	2	38	7	15	3	36	11	152	33	10	1	22	11
Grades 9-10-11-12	6	2		1	9		1		3	3	5		3	1	5	1	40	5	17	1	38	9	177	8	10	1	30	3
Post secondary			1					1			4	1			4	2			15	3			142	43			25	8
7. (C3) The professional teaching staff of the school should be supplemented with representatives from business and industry and the professions who are brought into the school on an occasional or part time basis.	7	1	1		7	2	1		6		5		3	1	5	2	37	9	17	1	37	7	146	34	8	2	26	9

Statement	Cons. Rep. F A	Cons. Rep. F D	Cons. Rep. S A	Cons. Rep. S D	Cadre F A	Cadre F D	Cadre S A	Cadre S D	Task Force F A	Task Force F D	Task Force S A	Task Force S D	Committee F A	Committee F D	Committee S A	Committee S D	Faculty F A	Faculty F D	Faculty S A	Faculty S D	Student F A	Student F D	Student S A	Student S D	Other F A	Other F D	Other S A	Other S D
8. (D1) The school should assume responsibility to develop some degree of employability of students generally at the following grade levels:																												
Grades K-5		8		1	2	7		1		6	1	4	1	3	2	4	8	37	1	18	8	39	22	159	1	10	5	30
Grades 6-7-8		8		1	3	6		1		6	2	3	1	3	3	3	14	30	3	16	17	29	52	129	6	5	13	22
Grades 9-10-11-12	7	1	1		7	2	1		4	2	5		4		5	1	34	10	16	3	36	11	163	18	10	1	23	12
9. (D2) Education designed to help prepare students for productive working lives should deal with the professions (medicine, dentistry, law, engineering, etc.) as well as with various business and industrial occupations	6	2	1		6	3	1		6		5		4		5	2	36	9	17	1	38	10	162	23	7	4	28	6
10. (E1) The school should teach all students proper work habits (such as how to seek and apply for jobs, how to dress, punctuality, responsibility, getting along with others).	6	3		1	8	1	1		5	1	5		5		4	3	36	7	16	3	32	11	158	25	10	1	24	12
11. (F1) All students should have some form of on-the-job work experience which is arranged and coordinated by school staff cooperating with business, industry and the professions and the home.	4	4		1	4	5	1		4	2	3	2	2	2	2	5	25	23	6	14	26	15	90	98	10	1	15	21

Statement	Cons. Rep F				Cadre F				Task Force F				Committee F				Faculty F				Student F				Other F			
	A	D	S A	D	A	D	S A	D	A	D	S A	D	A	D	S A	D	A	D	S A	D	A	D	S A	D	A	D	S A	D
12. (G1) Education designed to equip all students for making wise career choices and eventual entry into chosen fields should be systematically articulated Grades K-14.	6	2	1		6		1		5		3	2	2	2	3	4	35	13	11	9	16	11	96	90	9	2	17	20
13. (G2) The ability to find and use information to make career decisions is an ability that should be included in school instruction.	8		1		8	1	1		5		5		4		7		44	2	20		46	2	153	31	11		30	5
14. (H1) The school should assume responsibility to assist all students who leave the school (via graduation or dropping out) to locate employment or to continue their education.	5	3	1		7	2	1		5	1	3	2	1	3	1	6	35	21	11	10	26	19	60	127	7	4	11	24
15. (H2) . Follow-up of former students to determine and assist with meeting needs for retraining and up-grading should be the school's responsibility (Note: This item not included in Fall instrument)			1				1				4	1			3	4			4	16			119	63			13	22

Statement	Cons. Rep F A	Cons. Rep F D	Cons. Rep S A	Cons. Rep S D	Cadre F A	Cadre F D	Cadre S A	Cadre S D	Task Force F A	Task Force F D	Task Force S A	Task Force S D	Committee F A	Committee F D	Committee S A	Committee S D	Faculty F A	Faculty F D	Faculty S A	Faculty S D	Student F A	Student F D	Student S A	Student S D	Other F A	Other F D	Other S A	Other S D
16. (IIA1) Instructional-learning activities and content in all subject areas and disciplines should be related to prospective careers and life roles, systematically and continually.	4	4	1	1	7	2	1		6		3	2	1	2	2	5	21	27	11	10	14	29	79	97	9	2	18	15
17. (IIA2) Content courses designed to prepare students for working in a career should be based on skills and knowledges now needed (and anticipated to be needed) in the business, industry or profession.	7	1	1	1	8	1	1		5		5		4		5	2	39	11	15	6	35	7	124	42	6	4	23	7
18. (IIB1) Teachers in all subjects and disciplines should have an awareness and understanding of the various career clusters and the characteristics, requirements and person-power needs pertaining thereto. This should apply to teachers in																												
Grades K-6	4	4		2	7	2	1		4	2	4	1	3	1	3	4	31	17	7	14	18	22	104	79	8	3	16	17
Grades 7-8-9	8			2	7	2	1		5	1	5		4		5	2	36	12	14	7	31	9	140	43	8	3	24	9
Grades 10-11-12	8		2		9		1		5	1	5		4		6	1	39	9	18	3	32	8	167	16	9	2	30	3
Post secondary			2				1				5				6	1			17	4			163	20			28	5

Statement	Cons. Rep. F		Cons. Rep. S		Cadre F		Cadre S		Task Force F		Task Force S		Committee F		Committee S		Faculty F		Faculty S		Student F		Student S		Other F		Other S	
	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D	A	D
19. (IIB2) Most secondary school teachers should possess enough skill and competency in their major field of teaching so that they could (if called upon) be employed in a related position in a business, industry or profession.	4	4	2		4	5	1		5	1	2	3	3	1	3	4	29	12	14	8	33	8	110	51	7	3	22	14
20. (IIC1) Counselors should be aware of career clusters and the respective characteristics, requirements and person-power needs thereof.	8		1	1	8	1	1		4	1	5		4		7		47	3	21	1	42	2	160	11	10		33	3
21. (IIC2) Counselors should in general work with teachers to help them facilitate career guidance, rather than primarily working directly with students for this purpose.	5	4	1	1	8	1		1*	5	1	5		1	3	4	3	22	16	12	9	33	25	91	65	12	4	19	15
22. (IID1) Segments of the community such as business, industry and the professions should influence (but not dictate) the school's curriculum.	8		2		7	2	1		5	1	4	1	4	1	6	1	41	10	28	3	34	15	100	66	8	3	16	17

Statement	Cons. Rep F A	Cons. Rep F D	Cons. Rep S A	Cons. Rep S D	Cadre F A	Cadre F D	Cadre S A	Cadre S D	Task Force F A	Task Force F D	Task Force S A	Task Force S D	Committee F A	Committee F D	Committee S A	Committee S D	Faculty F A	Faculty F D	Faculty S A	Faculty S D	Student F A	Student F D	Student S A	Student S D	Other F A	Other F D	Other S A	Other S D
23. (IID2) Advisory committees with well defined responsibilities and operating policies should be an essential part of the school's communication system.	7	1	1	1	9		1		6		5		3	1	4	3	36	8	18	4	29	11	115	50	9	2	16	17
24. (IID3) The entire community should be viewed as a potential learning laboratory for students. (Note: This item did not appear on the Fall instrument.)			2				1				5				5	2			21	1			156	6			26	7

APPENDIX G

PARTICIPANTS' EVALUATION FORM

Career Education Personnel Development Project
Statewide Staff Development Workshop

Bowman's, Wemme, Oregon
December 1-3, 1975

Your evaluation helps us design educational programs which are effective and relevant to your needs. Please be candid and as specific as you can in answering the following questions. Thank you!

INSTRUCTIONS: The objectives for this workshop are listed below. For each objective indicate relevance and attainment by placing an X in the appropriate box to the right.

RELEVANCE

A. Was directly relevant

B. Was moderately relevant to my needs.

C. Was NOT relevant to my needs.

ATTAINMENT

A. Was adequately attained.

B. Was partially attained.

C. Was NOT attained.

OBJECTIVES	RELEVANCE A	RELEVANCE B	RELEVANCE C	ATTAINMENT A	ATTAINMENT B	ATTAINMENT C
o To increase college and university personnel's awareness and understanding of the rationale and principal concepts of career education.						
o To promote identification and study of the personnel development needs in career education.						
o To encourage institutional planning for career education personnel development.						

For those objectives which seemed irrelevant or were not fully attained, can you offer any suggestions for improvement?

Check each statement below which expressed your feelings about the workshop. In some cases, you may wish to check more than one answer per question.

FORMAT

(1) Overall, the workshop was:
___Very worthwhile in terms of answering my immediate needs.
___A worthwhile experience, though some of my immediate needs were not met.
___Of limited value.
___Comments: _____

(2) The amount of time spent on lecture:
___Was too extensive
___Was about right for the material presented.
___Could better have been spent on other activities.
___Was inadequate for the kind of materials presented.
___Comments: _____

(3) Small group meetings:
___Were not necessary and were not included
___Should have been included, but were not
___Were effectively incorporated into the workshop.
___Added nothing to workshop effectiveness and should have been omitted.
___Comments: _____

(4) Audiovisual presentations:
___Were not necessary for this workshop and were not used.
___Were not used, but would have been helpful.
___Were used with great effectiveness.
___Were not effectively used as they might have been.
___Were relied upon too heavily.
___Comments: _____

(5) Opportunity for discussion:
___Was adequate and greatly helped the group's understanding of topics presented.
___Was limited, but adequate for purposes.
___Was inadequate.
___Comments: _____

(6) On the whole, this workshop was:
___The first workshop of this type I've attended.
___Not as effective as others I've attended.
___More effective than others I've attended.
___Similar to others of its type I've attended.
___Comments: _____

RESPONSE TO WORKSHOP PRESENTERS AND CHAIRPERSONS

(1) Presenters and chairpersons seemed:
___Thoroughly prepared and competent.
___Reasonably well prepared.
___Somewhat prepared.
___Unprepared.
___Comments: _____

(2) Presenters and chairpersons were:
___Highly sensitive to participants' needs.
___Usually sensitive to participants' needs.
___Somewhat sensitive.
___Insensitive.
___Comments: _____

(3) Comments and/or instructions given by chairpersons were:
___Invariably clear and helpful.
___Generally clear
___Often unclear
___Difficult to understand
___Comments: _____
_____
_____

(4) In general, chairpersons:
___Discouraged open communication
___Did very little to facilitate communication
___Occasionally encouraged open communication
___Consistently encouraged open communication
___Comments: _____
_____
_____

PERSONAL RESPONSE TO THE WORKSHOP

(1) Through this workshop I gained:
___A desire to learn more about topic(s) covered.
___Knowledge of materials or methods which will be useful to me.
___Ability to solve problems within my job assignment.
___Awareness of other resources available to me.
___Increased insight regarding my own needs.
___A better general understanding of the topic(s) covered.
___Comments: _____
_____
_____

(2) I intend to implement methods or materials introduced in this workshop:
___Immediately
___Within the next year
___At some future date, though I can foresee no immediate use for them.
___Never
___Comments: _____
_____
_____

(3) As a participant, I felt:
___Very welcome to ask questions or seek additional help at any time.
___Welcome to ask questions when they were asked for.
___Somewhat uneasy about asking questions.
___Comments: _____
_____
_____

(4) The group (participants) as a whole could be described as:
___Quite tense, experiencing much difficulty in communications.
___Occasionally tense, experiencing some hindrance in communications.
___Fairly open with reasonably good communications.
___Very open, enjoying excellent rapport.
___Comments: _____
_____
_____

(5) During activities/exercises I felt:
___Very involved -- very much a part of the group.
___Generally involved, though not as much a part of the group as I would have liked.
___Only superficially involved.
___Alienated.
___Comments: _____
_____
_____

NARRATIVE

1. Briefly, what would you consider the single most important concept you gained from this workshop?

2. Please describe your overall reactions to the workshop. (For example: was it what you expected? Was it useful? Can you offer any suggestions for improvement?)

Thank You for your time and assistance!

APPENDIX H

PARTICIPANT'S EVALUATION FORM

Career Education Personnel Development Project
Statewide Staff Development Workshop

The Inn at Otter Crest
April 28-29, 1976

Your evaluation helps us design educational programs which are effective and relevant to your needs. Please be candid and as specific as you can in answering the following questions. Thank you!

INSTRUCTIONS: The objectives for this workshop are listed below. For each objective indicate relevance and attainment by placing and X in the appropriate box to the right.

RELEVANCE
A. Was directly relevant
B. Was moderately relevant to my needs.
C. Was NOT relevant to my needs.

ATTAINMENT
A. Was adequately attained.
B. Was partially attained.
C. Was NOT attained.

OBJECTIVES	RELEVANCE A	RELEVANCE B	RELEVANCE C	ATTAINMENT A	ATTAINMENT B	ATTAINMENT C
A. General Session						
1. Workshop participants will gain information regarding the process for and implications of planning for career education in the college and university setting.						
2. Workshop participants will be better able to infuse career education materials and concepts into programs/courses to prepare educational personnel.						
B. Specific Session Objectives						
1. General Session; Wednesday AM						
a. To provide information regarding the process of and procedures for long-range planning at the college and university.						
b. To identify political and organizational considerations for institutional long-range planning.						
c. To examine specific needs and issues in planning for career education infusion into teacher, counselor and administrator preparation.						
d. To provide examples of plans and activities which might be appropriate for infusing career education into personnel preparation.						

	A	B	C	A	B	C
2. Interest Sessions; Wednesday PM						
a. To convey information regarding curriculum content, (i.e., student outcomes, teaching/ learning activities, teacher competencies) identified by the task forces for each program area.						
b. To share and describe resource materials useful for infusing career education concepts into professional education courses.						
c. To review and discuss a career education infusion process including analysis of course and program content, revision of course syllabi, trial of revised courses, and development of study guides and other instructional aids.						
3. General Session, Wednesday evening						
a. To present and discuss study committee findings defining career education terminology and identifying teacher competencies needed for career education.						
b. To present and discuss study committee findings for a career education certification endorsement.						
c. To present and discuss proposed guidelines for the evaluation of teacher-education programs in career education.						
4. Work Session, Thursday AM						
a. To identify implications for long-range planning of Project task force outcomes, program infusion efforts, and the certification and accreditation findings.						
b. To share preliminary plans for program infusion with workshop participants from other institutions.						
c. To identify the action needed to facilitate completion and implementation of institutional long-range plans.						

For those objectives which seemed irrelevant or were not fully attained, can you offer any suggestions for improvement?

Check each statement below which expressed your feelings about the workshop. In some cases, you may wish to check more than one answer per question.

FORMAT

(1) Overall, the workshop was:
___Very worthwhile in terms of answering my immediate needs.
___A worthwhile experience, though some of my immediate needs were not met.
___Of limited value.
___Comments: _____

(2) The amount of time spent on lecture:
___Was too extensive.
___Was about right for the material presented.
___Could better have been spent on other activities.
___Was inadequate for the kind of materials presented.
___Comments: _____

(3) Small group meetings:
___Were effectively incorporated and used in the workshop.
___Added nothing to workshop effectiveness
___Discussion helped the groups understanding of topics presented.
___Discussion was limited.
___Discussion was inadequate.
___Comments: _____

(4) Audiovisual presentations:
___Were used with great effectiveness.
___Were not used effectively as they might have been.
___Were relied upon too heavily.
___Comments: _____

RESPONSE TO WORKSHOP PRESENTERS AND CHAIRPERSONS

(1) Presenters and chairpersons seemed:
___Thoroughly prepared and competent.
___Reasonably well prepared.
___Unprepared.
___Comments: _____

(2) Presenters and chairpersons were:
___Highly sensitive to participants' needs.
___Usually sensitive to participants' needs.
___Insensitive.
___Comments: _____

(3) Comments and/or instructions given by chairpersons were:
___Invariably clear and helpful.
___Generally clear.
___Difficult to understand.
___Comments: _____

(4) In general, chairpersons:
___Discouraged open communications.
___Did very little to facilitate communication.
___Consistently encouraged open communication.
___Comments: _____

PERSONAL RESPONSE TO THE WORKSHOP

(1) Through this workshop I gained:
___A better general understanding of the topic(s) covered.
___A desire to learn more about topic(s).
___Knowledge of materials or methods which will be useful to me.
___Ability to solve problems within my job assignment.
___Awareness of other resources available.
___Increased insight regarding my needs.
___Comments: _____

(2) I intend to implement methods or materials introduced in this workshop:
___Immediately
___Within the next year.
___At some future date, though I can foresee no immediate use for them.
___Never
___Comments: _____

(3) As a participant, I felt:
___Very involved -- very much a part of the group.
___Generally involved.
___Only superficially involved.
___Alienated.
___Comments: _____

(4) The group (participants) as a whole could be described as:
___Quite tense, experiencing much difficulty in communications.
___Occasionally tense, experiencing some hindrance in communications.
___Fairly open, with reasonably good communications.
___Very open, enjoying excellent rapport.
___Comments: _____

NARRATIVE

1. Briefly, what would you consider the single most important concept you gained from this workshop?

2. Please describe your overall reactions to the workshop. (For example, was it what you expected? Was it useful? Can you offer any suggestions for improvement?)

THANK YOU FOR YOUR TIME AND ASSISTANCE!

APPENDIX I

Summary of Responses of Participants' Evaluation Form
CEPD Statewide Staff Development Workshop
Wemme, Oregon December 1-3, 1975

The second statewide staff development workshop under the auspices of the Project was conducted at Bowman's, Wemme, Oregon, December 1-3, 1975. A participants' Evaluation Form was provided each person attending the workshop. In summary, the participants generally agreed that the workshop objective most relevant to their needs and most effectively attained was "To increase college and university personnel awareness and understanding of the rationale and principal concepts of career education." The majority of the participants responding on the evaluation form indicated that the workshop was a worthwhile experience though some of their immediate needs were not met. The small group meetings were deemed effective, the opportunity for discussion was judged adequate and the presenters and chairpersons were viewed by the majority of the participants as thoroughly prepared and competent. Each of the participants responding indicated one to six specific gains accomplished during the workshop. In response to an invitation on the evaluation form to make suggestions for improvement for consideration in planning the next statewide workshop in April, the participants made 15 suggestions that are being considered by the Project Staff and Management Team. A rather consistent suggestion among the respondents was to include Deans, Directors and other appropriate administrative personnel to a greater extent in the next workshop.

APPENDIX J

PARTICIPANT'S EVALUATION

Career Education Personnel Development Project
Statewide Staff Development Workshop
The Inn at Otter Crest
April 28-29, 1976

Analysis of Responses on Evaluation Form
and Summary

There were 83 participants in the April 28-29, 1976, Statewide Staff Development Workshop held at the Inn at Otter Crest as part of the planned activities of the Career Education Personnel Development (CEPD) Project. Forty-two participants (51%) completed and returned Evaluation forms which had been included in their workshop packets.

Majority responses indicate that the first workshop objective "gaining information regarding the process for and implications of planning for career education" was directly relevant to participants' needs and the objective was partially attained. The same findings apply to the second workshop objective "to be able to infuse career education materials and concepts into programs/courses."

Relative to specific session objectives, the majority responses indicate that each was directly relevant to participants' needs and each objective was partially attained. However, there was considerable sentiment that four of the thirteen specific session objectives were only moderately relevant to participants' needs. The four were:

1.b. "To identify political and organizational considerations for institutional long-range planning"

1.c. "To examine specific needs and issues in planning for career education <u>infusion</u> into teacher, counselor and administrator preparation"

1.d. "To provide examples of plans and activities which might be appropriate for infusing career education into personnel preparation"

2.b. "To share and describe resource materials useful for infusing career education concepts into professional education courses".

One might generalize that infusion and long-range planning are not yet perceived as particularly critical needs as far as participants are concerned.

There was considerable sentiment, too, that five of the thirteen specific objectives were not attained. These five were:

1.b. "To identify political and organizational considerations for institutional long-range planning."

1.d. "To provide examples of plans and activities which might be appropriate for infusing career education into personnel preparation"

2.b. "To share and describe resource materials useful for infusing career education concepts into professional education courses"

2.c. "To review and discuss a career education infusion process including analysis of course and program content, revision of course syllabi, trial of revised courses, and development of study guides and other instructional aids"

4.c. "To identify the action needed to facilitate completion and implementation of institutional long-range plans"

Majority responses indicated that the workshop was a worthwhile experience though some immediate needs were not met, that the amount of lecture was about right, that the presenters were thoroughly prepared and competent, that chairpersons comments were generally clear and chairpersons were usually sensitive to participants' needs and consistently encouraged open communication. However, the majority of those responding said that discussion was limited and audiovisual presentations were not used as effectively as they might have been.

In terms of personal responses to the workshop, the majority responding said they gained a better understanding of the topics covered, that they intended to implement methods or materials introduced in the workshop within the next year, that they felt generally involved in the workshop activities and that the participants seemed fairly open with fairly good communications.

Participants' suggestions for improvement can be summarized as follows:

1. Broaden the scope of careers discussed, e.g., the arts, humanities, professions -- discussions seems still to be vocationally (industrial arts) oriented.
2. More specific examples, suggestions and objectives relating to what is expected of teachers.
3. Specific information regarding infusion of career education into social sciences, science, humanities, etc., including instruction in this in small groups, using participants courses as examples.
4. More pro and con presentations and discussions, presenters and discussion leaders are all advocates of career education

5. Different groups for different persons depending on their level of readiness to implement career education infusion.
6. More group process and interpersonal communication skill training; discussants too guarded and/or too didactic for open discussion.
7. Distribute a list of the names and addresses of the participants.

Career
Education
Personnel
Development
Darrell Ward, Project Director

APPENDIX K

Marion IED
3180 Center Street NE
Salem, Oregon 97301

Phone (503) 588-5330

GUIDELINES FOR INSTITUTIONAL LONG-RANGE PLANS FOR THE INFUSION OF CAREER EDUCATION INTO TEACHER, COUNSELOR AND ADMINISTRATOR TRAINING PROGRAMS

Phase I of the Project "Statewide Infusion of Career Education into the Preparation of Teachers, Counselors and Administrators" (CEPD Project) has been concerned with building the capacity of institutions to prepare personnel for career education. Numerous activities conducted by the institutions separately and in conjunction with the Project have facilitated this capacity building. Consortium institutions have identified the most pressing staff development needs and instituted a variety of activities to meet them. Short-range plans for career education staff and program development have been submitted and are currently being accomplished. Initial program infusion efforts are underway at several institutions.

Hopefully, these many and varied activities bring us to a point where long-range planning for career education personnel development can be accomplished. The purpose of this paper is to provide some suggested guidelines for preparing institutional long-range plans as required through provision of the Staff Development Award.

The uniqueness of each institution precludes delineation of activities to be conducted and a specific format for the long-range plans. Such a plan should reflect the nature of individual campus training programs and resources. However, to meet contracted objectives of the Project, some common considerations are essential. Similarity of areas addressed and format will facilitate technical assistance from the Project staff and communications with other institutions within the Project.

COMPONENTS TO BE ADDRESSED BY INSTITUTIONAL LONG-RANGE PLANS

As a minimum the long-range plan should address the following components:

a. organizational and administrative arrangements necessary to bring about the development and implementation of career education personnel development.

b. staff development needed to prepare college and university faculty for their anticipated roles in career education personnel development.

c. course/program revision required for infusion of career education into existing teacher, counselor and administrator preparation programs.

The following questions concerning the above components might best be dealt with in brief narrative form.

A. Organizational and Administrative Arrangements

1. What is the commitment and support of administrators and faculty for career education personnel development? How will such commitment be developed and attained?

2. What assignment of administrative responsibility for leadership in career education personnel development has been made? Which individuals are responsible for different areas of development? How are responsibilities coordinated among various campus groups?

3. How will long-range plan accomplishments be monitored and evaluated? What procedure will be used to obtain feedback, review and update the long-range plan?

4. What resources are available for carrying out plan activities? How will additional needed resources be obtained?

B. Staff Development

1. What is the current level of faculty understanding of career education and its personnel development needs?
2. What procedures will be used to identify needs of faculty relative to awareness and understanding of career education? What incentives are there for faculty to seek such development?
3. What faculty should/will be reached by the staff development efforts?

C. Course/Program Revision

1. What programs/courses should be infused with career education? How will they be determined?
2. What procedures for assessing current programs relative to needed career education infusion will be used?

DOCUMENTING TIME-SEQUENCED ACTIVITIES

The specific activities to be carried out in each component of the plan might best be documented in a format similar to that illustrated in Table I. Please consider the suggested objectives as a sample only. Activities to attain your identified objectives should be placed in a time-sequenced manner.

TRANSMITTAL OF THE PLAN

The long-range plan must be received in the Project Office (Marion IED, 3180 Center Street, N.E., Salem, Oregon 97301) on or before June 30, 1976. A transmittal letter from the Dean of Education or Department Head must accompany the plan. The letter should indicate his/her review and endorsement of the plan and its activities.

VJ/lkj
3/16/76

TABLE I: Time-Sequenced Activities in the Development and Implementation of Career Education Personnel Development for _____
Name of Institution

COMPONENT I: Organization/Administration of Career Education Development and Implementation Activities.

OBJECTIVES: (Sample)

1. To obtain the commitment and support of administrators and faculty for career education infusion activities.
2. To provide leadership for planning and coordinating campus staff development, program development and other activities.
3. To develop, monitor accomplishments, revise and update a three-year plan for the infusion of career education.
4. To obtain necessary financial support for conducting career education development activities.

	ACTIVITIES				
TASKS: (sample)	Current Status (75-76)	1976-77	1977-78	1978-79	Expected Outcomes
Commitment					
Leadership					
Planning					
Financing					

COMPONENT II: Staff Development for College and University Faculty.

OBJECTIVES:

	ACTIVITIES				
TASKS:	Current Status (75-76)	1976-77	1977-78	1978-79	Expected Outcomes

Table I (continued)

COMPONENT III: Program/Course Revision

OBJECTIVES:

TASKS:	Current Status (75-76)	1976-77	1977-78	1978-79	Expected Outcomes

ATTACHMENT A

Program Completions/Staff Development Award Allocations
for Colleges and Universities Preparing Teachers,
Counselors and Administrative Personnel

Institution	Number of Students Completing Approving Program By Institution Between Sept. 1, 1973 and August 31, 1974		Award Allocation
	Number	Percentage	
University of Oregon	706	22%	$3,150
Oregon College of Education	692	21%	3,150
Oregon State University	689	21%	3,150
Portland State University	439	13%	800
Southern Oregon State College	233	7%	1,300
Lewis and Clark College	136	4%	1,000
Eastern Oregon State College	126	4%	1,000
Pacific University	63	2%	800
Linfield College	58	2%	800
University of Portland	53	2%	800
Willamette University	41	2%	800
George Fox College	15	0.4%	800
Warner Pacific University	11	0.3%	800
Reed College	7	0.2%	800
Oregon Institute of Technology	0	0.0%	800
TOTALS	3269	99.9%	$19,950

October 15, 1975

ATTACHMENT B

Sample Budget Format

Activity, Service or Product	Sources of Funds		
	CEPD Award	Institutional Sources	Other Funds Needed
Total Estimated Direct Costs			
Indirect Costs (No indirect if direct pay from IED)			
Total Costs			